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E. 2. 60

Mr. Gibson
30 Van Ness Avenue
San Francisco, California

June 20, 1942

Subject: Summary of Estimates

WRA Community Facilities

Mr. E. R. Fryer
Regional Director
War Relocation Authority
Whitcomb Hotel Building
San Francisco, California

Dear Mr. Fryer:

Transmitted herewith is a summary for the estimated cost of materials only for the construction of schools and other community facilities in the Relocation Centers. This estimate was prepared from the material lists already submitted to you.

Sincerely yours,

L. I. Hewes, Jr.
Regional Director

by

File
Nicholas Cirino
District Engineer

1.

W. R. A. SCHOOLSCOST OF MATERIALS FOR SCHOOLS FOR COMMUNITIES OF VARIOUS SIZESFOR COMMUNITY OF POPULATION OF 7,000---ONE ELEMENTARY SCHOOL REQUIRED MADE UP AS FOLLOWS:

		CLIMATICAL CONDITION	
		Mild	Cold
5 Kindergarten Units	\$	4,565.00	\$ 5,450.00
17 Typical Class Rooms		12,325.00	14,960.00
1 Administration Unit		1,633.00	2,055.00
1 Health Unit		1,032.00	1,234.00
1 Teachers' Rest Room with wash Rooms		1,142.00	1,358.00
3 Toilet Units-Type "A"		3,732.00	4,140.00
1 Toilet Unit-Type "B"		881.00	1,014.00
Sewage System		500.00	500.00
Electrical Distribution		450.00	450.00
Sidewalks		700.00	700.00
Domestic Water Supply		800.00	800.00
	P. E.	390.00	390.00
Totals		28,150.00	33,051.00

ONE JUNIOR-SENIOR HIGH SCHOOL MADE UP AS FOLLOWS:

		CLIMATICAL CONDITION	
		Mild	Cold
1 Administration Unit	\$	1,865.00	\$ 2,153.00
22 Typical Class Rooms		15,660.00	19,140.00
1 Gymnasium (incl Health Unit and Locker Rm. Wings)		21,470.00	23,292.00
1 Shop Building		4,600.00	5,958.00
1 Commerical		1,927.00	2,458.00
1 Biology		712.00	870.00
1 Crafts		1,385.00	1,745.00
1 Science (Ph. & Ch.)		1,753.00	2,145.00

CLIMATICAL CONDITIONS

	<u>MILD</u>	<u>COLD</u>
1 Home Economics	2,476.00	2,996.00
1 Office-Rest Room Unit	1,334.00	2,165.00
4 Toilet Units, Type "A"	4,976.00	5,520.00
1 Library	2,227.00	2,756.00
Sewage System	1,200.00	1,200.00
Electrical Distribution	1,400.00	1,400.00
Water Supply	1,500.00	1,500.00
Sidewalks	1,400.00	1,400.00
Fire Extinguishers	572.00	572.00
TOTALS	66,957.00	77,270.00

FOR COMMUNITY POPULATION OF 10,000

TWO ELEMENTARY SCHOOLS REQUIRED MADE UP AS FOLLOWS:

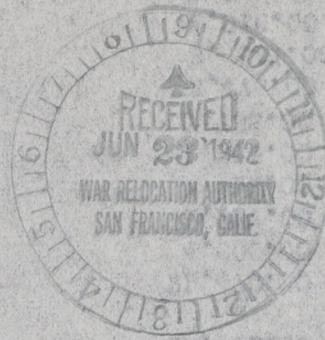
(See Manzanar plans for distribution of units
between the two schools)

6 Kindergarten Unit	5,478.00	6,540.00
26 Typical Class Rooms	18,850.00	22,880.00
1 Assembly Room	4,521.00	5,854.00
1 Administration Unit	1,633.00	2,055.00
1 Teachers Rest Room Unit	1,142.00	1,358.00
2 Health Units	2,064.00	2,468.00
4 Toilet Units Type "A"	4,967.00	5,520.00
2 Toilet Units, Type "B"	1,762.00	2,027.00
Water Supply	1,500.00	1,500.00
Sewage System 2 schools	1,000.00	1,000.00
Electrical Distribution	900.00	900.00
Sidewalks	1,200.00	1,200.00
Fire Extinguishers	585.00	585.00

TOTALS 45,611.00 53,887.00

ONE JUNIOR-SENIOR HIGH SCHOOL REQUIRED MADE UP AS FOLLOWS:

1 Administration Unit	1,865.00	2,153.00
26 Typical Class Rooms	18,512.00	22,620.00
1 Gymnasium (incl. Health Unit and Locker Room Wings)	21,470.00	23,292.00
1 Shop Building	4,600.00	5,958.00
1 Commercial	1,927.00	2,459.00
1 Biology	712.00	870.00
1 Crafts	1,385.00	1,745.00
1 Science (Ph. and Ch.) ¹ / ₂	1,753.00	2,146.00
1 Home Economics	2,476.00	2,996.00
2 Office-Rest Room Units	3,668.00	4,336.00
4 Toilet Units, Type "A"	4,976.00	5,520.00
1 Library	2,227.00	2,756.00
Sewage System	1,200.00	1,200.00
Electrical Distribution	1,400.00	1,400.00
Water Supply	1,500.00	1,500.00
Sidewalks	1,400.00	1,400.00
TOTALS	71,571.00	82,151.00



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WAR RELOCATION AUTHORITY
SAN FRANCISCO, CALIF.

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SAN FRANCISCO, CALIF.

FOR COMMUNITY POPULATION OF 15, 000

THREE ELEMENTARY SCHOOLS REQUIRED MADE UP AS FOLLOWS:

		<u>CLIMATICAL CONDITIONS</u>	
		<u>MILD</u>	<u>COLD</u>
9 Kindergarten Units	\$	8,217.00	\$ 9,810.00
39 Typical Class Rooms		28,275.00	34,320.00
2 Assembly Rooms		9,042.00	11,707.00
1 Administration Unit		1,633.00	2,055.00
2 Teachers R st Room Units		2,284.00	2,712.00
3 Health Units		3,124.00	3,702.00
6 Toilet Units, Type "A"		7,464.00	8,280.00
3 Toilet Units Type "B"		2,643.00	3,042.00
Sewage System		1,500.00	1,500.00
Electrical Distribution		1,350.00	1,350.00
Sidewalks		1,800.00	1,800.00
Water Supply		2,250.00	2,250.00
TOTALS		\$69,582.00	\$82,528.00

ONE JUNIOR-SENIOR HIGH SCHOOL MADE UP AS FOLLOWS:

1 Administration Unit	1,865.00	2,153.00
48 Typical Class Rooms	34,176.00	41,760.00
1 Gymnasium (incl. Health Unit and Locker Room Wings)	21,470.00	23,292.00
1 Shop Building	4,600.00	5,958.00
1 Commercial	1,927.00—	2,459.00
1 Biology	712.00	870.00
1 Crafts	1,385.00	1,745.00
1 Science (Ph. and Ch.)	1,753.00	2,146.00
1 Home Economics	2,476.00	2,996.00
4 Office-Rest Room Units	7,326.00	8,682.00
6 Toilet Units	7,464.00	8,280.00
1 Library	2,227.00	2,756.00
Sewage System	1,200.00	1,200.00
Electrical Distribution—	1,400.00	1,400.00
Water Supply System	1,600.00	1,600.00
Sidewalks	2,100.00	2,100.00
TOTALS	\$93,681.00	\$109,387.00

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ACTUAL PROJECT REQUIREMENTS

1. School Census (by grades)

Nursery -	-	6th -
Kindergarten -	-	7th -
1st	-	8th -
2nd	-	9th -
3rd	-	10th -
4th	-	11th -
5th	-	12th -
2. Are present school plans adequate? (Cancellations considered) -
3. Number of classrooms that may be omitted. -
4. Number of barrack buildings that must be substituted. -
5. What alteration or construction will this require?

- Partitions	-
Doors	-
Windows	-
Heating	-
Latrines	-
Lighting	-
6. What special classrooms (if any) will be required?
7. Will assembly building be required for elementary schools? Size.

-- Yes	_____	No	_____
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8. Total evacuee housing requirements

-- Singles(M)	_____	Family(4)	_____
" (F)	_____	" (5)	_____
Family (2)	_____	" (6)	_____
" (3)	_____	" (7)	_____
9. Number and size of evacuee apartments.

_____	_____
_____	_____
_____	_____
_____	_____
10. Number and size of additional apartments (if any) required to improve existing conditions and possible to secure by extra partitions. (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by #10
- Lumber _____
Wallboard _____
Nails _____
Stoves _____
Wiring _____
12. Number and capacity of evacuee dormitories
- _____
13. Number and size of appointed personnel families - Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____
14. Number of single appointed employees - Male _____ Female _____
15. Number of appointed personnel quarters available - For singles (M) _____
" " (F) _____
" families (1 B.R.Apt.) _____
" " (2 B.R. ") _____
" " (3 B.R. ") _____
" " (Larger) _____
16. Can additional evacuee barracks be converted to appointed personnel quarters? - Yes _____ No _____
17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations. - Yes _____ No _____
18. What use is being made of present recreation buildings? - Recreation _____
Other _____
Available for use _____
19. Are proposed store plans still adequate or required? - Adequate _____
Required _____
20. What alterations are required to present store buildings if kept as such? - _____

21. If action to accomplish #20 requires WFB approval, project will prepare PD-200. Yes _____ No _____
22. Consider all other proposed construction projects with the above suggested thoughts in mind.

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OUTLINE FOR FINAL REPORT
Community Management Division
Education Section

Japanese Relocation Papers
Bancroft Library

The Superintendent of Education at the center will be responsible for the preparation of a report covering the complete education program from its inception through the closing procedure. This report should be primarily historical in nature but planned to include sufficient evaluative material to give an overview of the aims, organization, problems, and results of the whole program. It should be comprehensive, but need not be detailed. It should be well outlined. Descriptions and explanations should be given in concise meaningful statements, so planned that continuity is not sacrificed. The report should be narrative in form but pertinent statistical information may be inserted. Although several persons or groups may contribute parts of the report, the final writing and editing should be done by one or two persons designated for this purpose. Unnecessary repetition should be avoided. The problems of obtaining supplies, equipment, and teachers may need to be mentioned when discussing the various school units but should not be described in several places. The superintendent should accept final responsibility for the organization, content, continuity, and style of the report.

The following outline provides suggestions of items that may be included and possible organizations:

I. Origin and Organization of Program

- A. Show origin, date of opening, major problems encountered such as obtaining physical facilities, orienting pupils, obtaining and retaining teachers, or others.
- B. Outline organization of the school system, administrative and supervisory plan, relation to center organization, scope of program, and segregation into units.

II. Personnel

- A. Appointed faculty, duties and responsibilities, recruitment, certification, orientation, morale, turnover.
- B. Evacuee employees, selection, training, supervision, turnover, and use as teachers, assistants, and other workers.

III. Physical facilities--describe briefly plan facilities, including office space, library, shop, and laboratory units, auditorium and recreation space, capacities and limitations, equipment and supplies procurement.

IV. The school program. Discuss purposes, curricular planning, offering, operating procedures, pupil induction and evaluation of entrance credits, pupil records, testing, morale, program procedures, and/or other items applicable to the various units.

- 2 -

- A. Nursery school--enrollment, plans, etc.
- B. The elementary unit, enrollment, curricular and extra-curricular activities.
- C. The secondary unit, offering, graduation requirements, pupil organizations, regulations.
- D. Adult education, offering, enrollment, plan, relation to relocation.
- E. Adult vocational education, offering, enrollment, plan of offering, relation to relocation.

V. Extra-class Activities

- A. Library service.
- B. The summer program.
- C. Pupil organizations.
- D. The part-time school-work program,. (Work experience).

VI. Public Relations

- A. School-community relationships, including participation in drives, Americanization and relocation programs, parent-teacher associations, school assistance in project work operations, teacher assistance in project activities, and relation with other divisions and sections.
- B. Relations with neighboring schools.
- C. Relations with state and federal educational offices and associations. Stress relations with state colleges and the state department of education with stress on state accreditation.

VII. Closing Procedures, Date.

- A. Completion and disposition of records and reports.
- B. Placement of personnel.
- C. Closing financial and property records.

VIII. Miscellaneous--include here briefly statements of various factors that affected the program, program evaluations, or program highlights. These might cover such points as:

- A. Effect of segregation.
- B. Pupil morale.

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N.B.
J.S.
E.S.W.
C.S.
R.S.
L.V.C.

Suggestions for the Use of Saturdays by Project Faculty

Since the forty eight hour week makes it imperative that teachers on all projects work at least a half day or more on Saturday, suggestions for the wisest use of this period seem timely. These suggestions come from observations made on all the projects concerning the use made of this Saturday period by the schools. It seems a fine opportunity to carry on the work of teacher planning and curriculum building committees which have too often been attempted at teachers meetings after school when teachers are tired out. A great deal of fine constructive work is possible during that four hour period Saturday morning. General teachers meetings, meetings of various educational levels, meetings of teachers in subject matter fields can be scheduled for Saturday mornings at which time the following suggested topics can be studied:

I. School Philosophy

There is the necessity in every school system to arrive at a unified policy and a common philosophy to meet the particular situation of an individual community. This is especially true in project schools which are not normal teaching situations and can never be treated as such. Saturday morning faculty study groups can well provide the opportunity for such a unified policy and philosophy to be designed cooperatively by the faculty and administration. Consistency of action can only be arrived at through such a formulation of principles to guide the work. Preparation of such a statement is one of the first tasks in the development of a curriculum program. This is no task for a single Saturday. It involves study and research. If such a statement is to have any significance in the educational program, the faculty must go to the important sources of these principles for education. They are to be found in the fields of biology, psychology, sociology, and educational philosophy.



Of course, there will be important differences in the educational philosophy among various members of a school faculty. There is a necessity for resolving these differences if there is to be a unified point of view. In the group conferences method which is the democratic way of resolving differences and arriving at common solutions, inconsistencies and conflicts may be brought to light and a gradual process of reconciliation undertaken. This process may grow into development of unified policy and the setting forth of fundamental principles to serve in guidance of all phases of the work.

A. Preparation of the aims or purposes of education.

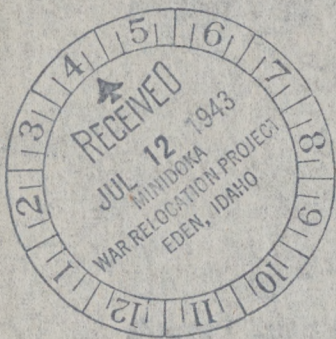
This is an important step for all the teachers on the project to take. It also will take more than one Saturday if teachers give it the serious continuous study which it merits. If the aims of education are thought of as being related to the ideals of the society which maintains the educational system, then a statement of aims involves:

1. An analysis of the meaning of those ideals.
2. An analysis of the type of behavior the individual should have to adjust to that society.

The problem of determining the aims of education comes finally to the point of determining the types of conduct deemed necessary and contributory to the realization of the democratic ideal of life. This sets up no short-term task for Saturday teacher workshops.

B. Determination of school's general social procedures and methods of control.

This is important although they are dependent upon the school philosophy established. If the general philosophy or policy is handed down by the superintendent, then the general social procedures and methods of control will be autocratic. If, on the other hand, it is designed cooperatively by the



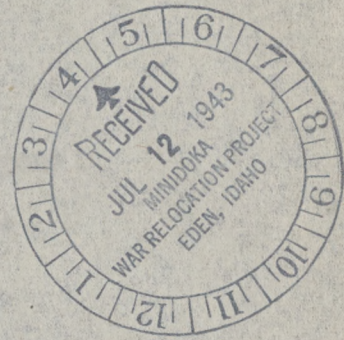
faculty and administration, then the general social procedures and methods of control will be democratic and developed by faculty and administration. If the latter course is taken, some more Saturdays can be used up in the process.

II. The Curriculum.

The problems of the curriculum are never solved. As one arrives at solutions, new problems develop. Schools never have time or energy to carry on a good program of curriculum development after school. The Saturday morning program offers a way out. Here are a few of the many problems related to curriculum construction:

- A. Developing a concept of the curriculum. This is dependent on the philosophy of education and aims already developed.
- B. Setting up committees on various phases of the curriculum development program. These committees will do their work on Saturday morning. These committees may well consist of the Following:
 - 1. Committee on general philosophy.
 - 2. Aims Committee.
 - 3. Production Committees - various types.
 - 4. Reviewing and editing committee.
 - 5. Printing or mimeographing committee.
 - 6. An evaluation committee.

a The production committees will consist of a committee on general education and committees in the various special subject fields. Each level of education will have its own committees. Perhaps a committee can be established to see that continuity is provided among the various levels. There is always the necessity

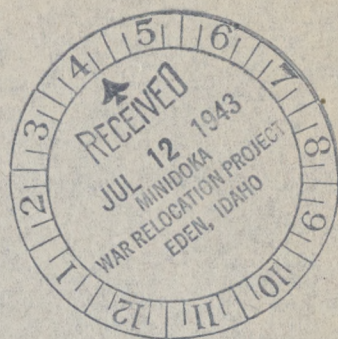


of coordinating the work of all these committees. The left hand must always know what the right hand is doing. The distinction here must be drawn between a curriculum development program and course of study preparation. Writing the course of study is but one phase of a well-conceived curriculum program. A curriculum program should represent an organization of all available means of improving the curriculum. The type of thinking, study, and research necessary for the conduct of comprehensive curriculum program that is continually in process of growth, has to be carried on at a time when teachers are free from the actual process of teaching. It seems, since the government actually requires this extra day of work, that school faculties can do many of these things in regard to the curriculum which they have not had time to do heretofore. Through this opportunity they can develop a curriculum which is creative and responsive to needs of boys and girls, to the community and to the larger society.

Other problems which are definitely related to the curriculum and which can be part of a well-conceived Saturday program for faculty groups are:

- A. Cultural characteristics of the Japanese.
- B. Conflicts between groups, e. g. Issei, Nisei.
- C. Prevalent attitudes arising from this situation.
- D. Problems of relocation.
- E. Language problem.
- F. Activities outside the classroom.
- G. Discipline
- H. School rules, regulations and procedures.
- I. Classroom procedure and management.
- J. Grading procedure





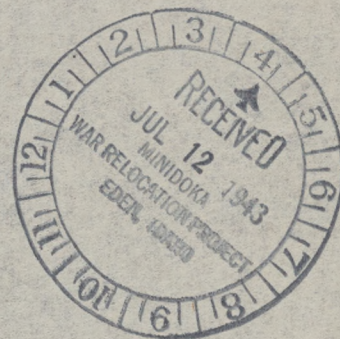
- K. Absent and tardy procedure.
- L. Dissemination of information
- M. School Handbook for teachers and pupils.
- N. Standard requisition procedure.
- O. Teaching devices
- P. Mental Hygiene
- Q. Guidance and counseling.

The approach to all these problems will be in terms of the general philosophy and the aims of education already established.

Of course, many teachers are spending their Saturdays in various forms of activities with their pupils among whom they are exercising the guidance and counseling function. This type of program will be continued throughout the summer. Such activities are to be encouraged.

All the foregoing is only suggestive and has been gleaned from contacts with all the projects. They are meant to provide materials and subject matter for a rather fruitful type of Saturday program.





Summary of Center Reports and Our Estimates

GRANADA

Checks almost identical.

HEART MOUNTAIN

Their enrollment first week below our estimate but anticipated enrollments for November almost same.

MANZANAR

First week enrollments almost same as ours. Their November estimate larger than ours since transferees will not leave until about November 1.

ROH ER

First week enrollees about same as our estimate. His November 1 estimate for elementary same but 50 more for High School. However, he shows only 52 High School and 79 Elementary pupils leaving for Tule. We estimate population transfer of about 900 or 200 pupils - 120 High School and 80 elementary.

COLORADO RIVER

For our estimates - had no data on June enrollments. We estimated drop in segregation - elementary 148, High School 220, since population decrease was to be about 1400. Colorado River estimates drop in segregation Elementary 130, High School 149.

CENTRAL UTAH

Enrollment Their September 1, Elementary enrollment 15 above our estimate. Their September High School enrollment 79 below ours, but some pupils on seasonal leave. They estimate Nov. 1 increase over September enrollments or those at end of last year. Our information shows total population decrease of 166 hence a probable enrollment decrease.

GILA RIVER

Their September 1 elementary enrollment above ours, but seems to include nursery school pupils (Have wired for correction) Their High School September enrollment 15 less than our estimate. However, they estimate loss of 184 elementary and 113 High School - total 297. Our information shows total population decrease of 1873. From this we estimated pupil loss of about 470 or 188 elementary and 282 high school.

MINIDOKA

Their September elementary enrollment 59 and high school 57 below our estimates. Likewise their November estimates slightly below ours. Their estimate of new pupils from Tule elementary 227, high school 229. Our estimate 122 and 184 from information of total population increase of 1205. Final November estimates close.

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JEROME

Their September enrollments - elementary 22 below, high school 99 below our estimates. However, we did not have figures on September graduation. Their November estimates and ours close.

TULE LAKE

No report from project.

Our last information from Relocation Section shows - total estimated population increase of about 4330. Normally this should mean a school increase of about 1080 or 440 elementary and 640 high school. Or anticipated elementary 1930 and high school 2540, if segregation is of near normal division. However, since over 2000 Manzanar ~~prisoners~~ ^{prisoners} will not arrive at Tule soon, a rough estimate of Tule November 1 enrollments might be made - at about - elementary 1700 and High School 2200, requiring 42 or 43 elementary teachers and 63 high school.

Educational Costs

Japanese Relocation Papers
Bancroft Library

Finance

MEMORANDUM

To: Leland Barrows

March 12, 1943

From: Lester K. Ade

Subject: { Costs of Free Educational Textbooks and
Free Educational Supplies

After conferring with a number of educational leaders in Washington today, I wish to report that, as a general guide in determining costs of instructional material, it is the general practice of school men to use 7% of the cost of salaries as to the approximate amount of cost for materials of instruction.

Table XII taken from the Biennial Survey of Education, in the U. S. Bulletin 1940, No. 2, Chapter II, entitled "Statistics of State School Systems", in part is as follows:

Table XII.--Comparison of State school expenditures, 1930, 1934, 1936, and 1938

Purpose	1930		1934		1936		1938		Percentage decrease or increase in per capita cost, 1930 to 1938
	Per capita cost on average daily attendance	Per-cent of total	ditto		ditto		ditto		
1	2	3	4	5	6	7	8	9	10
General control	\$3.70	4.3	\$2.86	4.2	\$30.02	4.1	\$3.88	4.6	4.9
Instruction:									
Salaries	58.80	67.9	47.51	70.4	51.41	69.2	56.62	67.5	3.7
Textbooks and Supplies	3.17	3.6	2.40	3.5	3.05	4.1	4.36	5.2	37.5
TOTAL	61.97	71.5	49.91	73.9	54.46	73.3	60.98	72.7	1.6

You will note that the amount for textbooks and supplies in Table XII is a little less than 7% of the salaries in practically every year indicated.

In the 1941 Bulletin No. 458 of the Louisiana State Department of Education, Table XXV, on page 247, it shows the cost of books per pupil to be \$2.52 for high schools.

The Biennial Report of the Arkansas State Board of Education shows a total expenditure in 1939-40 of \$348,330 for textbook replacements. The average daily attendance is 373,000. This shows an extremely low per capita cost for textbook replacements.

The summary of costs for free textbooks in the State of Texas, according to the summary table on page 75 of the Thirtieth Biennial Report of the State Department of Education, December 1938, Bulletin No. 393, is as follows:

SUMMARY OF COSTS

Showing Total Cost of Free Textbooks, Interest Expense, Distribution Expense, Rebinding Books, State Depository Expense, and Administration Expense for the two-year Period Beginning September 1, 1936, and Ending August 31, 1938

Session	Cost of Books	Cost of Interest	Cost of Distribution	Cost of Rebinding	Cost of State Depository	Cost of Administration
1936-37	\$2,542,848.85	\$3,285.13	\$41,864.51	\$20,903.04	\$24,969.80	\$57,872.56
						TOTAL \$2,691,743.89
1937-38	1,867,624.22	101.04	28,268.76	26,945.05	24,948.06	53,047.75
						TOTAL 2,000,934.78

Showing Per Capita Cost of Free Textbooks, Interest Expense, Distribution Expense, Rebinding Books, State Depository Expense, and Administration Expense for the Two-Year Period Beginning September 1, 1936, and Ending August 31, 1938

1936-37	1.6270	.0021	.0268	.0134	.0160	.0370
						TOTAL 1.7223
1937-38	1.1922	.00006	.0180	.0172	.0159	.0339
						TOTAL 1.2773
Average cost per scholastic per year	1.4096	.00108	.0224	.0153	.0159	.0354
						TOTAL 1.4998

City	Junior-Senior high							
	Salaries			School Libraries (salaries and expenses)	Educa- tional sup- plies	Textbooks furnished free to pupils	Other	Total
	Super- visors	Prin- cipals	Teachers and other instruction- al staff					
1	2	3	4	5	6	7	8	9
Los Angeles Calif.	\$1.17	\$8.45	\$112.64	\$3.08	\$4.04	\$2.49	\$5.73	\$137.60
Long Beach Calif.	.....	16.60	205.02	26.26	8.78	1.37	12.13	270.16
Oakland Calif.	9.09	10.25	70.65	4.25	2.72	2.47	8.11	107.54
San Francisco Calif.	1.25	8.10	131.95	3.29	1.98	2.37	3.03	151.97
Berkeley Calif.	.....	.....	.....	.....	.....	.....	.....	.....
Fresno Calif.	.85	5.46	88.91	1.07	3.00	1.72	3.00	104.01

City	Total instructional cost per pupil in A. D. A.	Kindergarten (including nursery schools)	Elementary					
			Salaries		Teachers and other instructional staff	School libraries (salaries and expenses)	Educational supplies	Textbooks furnished free to pupils
			Super-visors	Prin-cipals				
1	2	3	4	5	6	7	8	9
Los Angeles Calif.	\$110.90	\$64.27	\$1.09	\$8.27	\$81.78	\$1.29	\$1.96	.....
Long Beach Calif.	131.87	60.85	3.13	8.72	87.11	5.47	2.25	.54
San Francisco Calif.	116.47	87.91	1.25	7.91	94.41	.....	1.82	.47
Denver Colo.	94.58	44.12	.99	6.97	73.43	.20	.70	.54
Berkeley Calif.	112.49	74.18	2.45	9.21	80.05	1.15	2.39	.....
Fresno Calif.	93.41	46.91	.80	5.77	60.10	.71	2.15	.94

5/18/43

Japanese Relocation Papers
Bancroft Library

W.R.A. SCHOOLS

Elementary and Secondary Teachers, now employed, needed on 40
and 35 Pupil Teacher Ratio, and appointive teachers now employed
as Per March, 1943, Monthly Report.

	ELEMENTARY TEACHERS			SECONDARY TEACHERS		
	No. now Employed	No. Needed	No. Allo- cated-New Chart	No. now Employed	No. Needed	No. Allocated- New Chart
Gila River	30	35	29	42	46	44
Minidoka	18	19	16	29	37	36
Tule Lake	31	40	36	54	62	60
Manzanar	30	26	21	37	31	35
Central Utah	10	16	13	30	30	28
Heart Mountain	26	23	21	32	38	41
Granada	18	17	9	30	28	25
Rohwer	16	22	19	32	32	28
Jerome	16	23	17	26	36	33
Colorado River (1)	(1) 32	51	56	43	78	72
Total	227	272	237	(2) 355	418	402

(1) Colorado River - no March report. Using enrollments from Gibson-Thunberg reports, and teacher list from a narrative report made at another time.

(2) Vocational teachers added to reports listing high school teachers, submitted by schools.

Granada Project
Amache, Colorado

GR:ED:PJT

September 20, 1943

Dr. Lester K. Ade
Director of Education
War Relocation Authority
Barr Building
Washington 25, D. C.

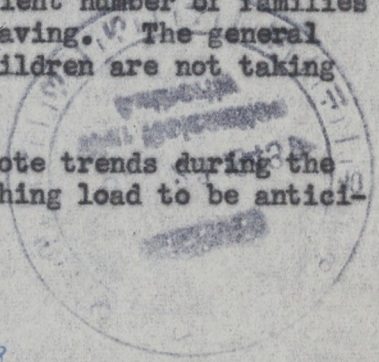
Dear Dr. Ade:

Attached is a study relating to the effect of relocation on school enrollment. The study was made before the arrival of students coming to Amache from Tule Lake in order that the school enrollment would not be affected by unusual circumstances such as induction to the center of a large group of evacuees from another center.

It will be noted that the carry-over of children from one grade to the next was fairly constant. There was a total net loss of 58 pupils in the schools (Column 6). However, account can be given for 62 children of school age leaving the center to go to Tule Lake, Crystal City, or Japan via Gripsholm (Table II). Inasmuch as several children of school age have not returned to the center from their summer employment to enter school, it will be readily noted that the school population has not decreased as a result of relocation. Although some families have left the center to relocate, a sufficient number of families have entered the center to offset those leaving. The general conclusion obviously is that school age children are not taking part in the relocation process.

It will be interesting to note trends during the current year in order to forecast the teaching load to be anticipated for the next fiscal year.

Sincerely,


Paul J. Terry
Paul J. Terry
Superintendent of Education

Enclosure

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OFFICE OF THE DIRECTOR

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TABLE I

September 18, 1943

Enrollment Statistics Pertaining to School Age Children
Leaving the Amache Relocation Center

Grade	Present Grade Enrollment	Enrollment in Previous Grade March, 1943	Difference			Selected Children Leaving Amache (Table II)	Net Loss or Gain in Children Due to Relocation or Other Reasons ^{1/}
			Gain	Loss	Net		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	100	95	5				
2	81	89		8			
3	99	105		6			
4	106	107		1			
5	104	107		3			
6	127	139		12			
Total (elem.)	617	642	5	30	-25	18	-7
7	135	138		3			
8	132	138		6			
9	130	129	1				
10	159	169		10			
11	175	184		9			
12	166	172		6			
Total (Sec.)	897	930	1	34	-33	44	11
TOTAL	1,514	1,572	6	64	-58	62	4
Kindergarten: (Not includ- 2/ed in above)	99	152					
TOTAL	1,613	1,724					

- ^{1/} Reasons for differences: (a) Some children have not returned to center for school from seasonal and temporary work leaves; (b) Children have left center accompanying parents relocating.
- ^{2/} Since no separate enrollment is maintained for children of three years and four years, there is no accurate check on the number of children entering kindergarten who were previously enrolled in the nursery school.

TABLE II

Number and Reason for Selected Groups
of Children Leaving the Granada Reloca-
tion Center

Age of Child : Tule Lake ^{1/} : Crystal City ^{2/} : Gripsholm ^{3/}						
1	:	2	:	3	:	4
2 - 5	:	8	:		:	1
6 - 11	:	10	:	5	:	3
12 - 15	:	7	:	5	:	8
16 - 20	:	13	:	4	:	7
TOTAL	:	38	:	14	:	19

^{1/} Children sent to Tule Lake on 9-16-43.

^{2/} Children sent with families to Crystal City, Texas on 6-10-43.

^{3/} Children repatriated to Japan via Gripsholm on 8-30-43.

TABLE II

Number and Reason for Selected Groups
of Children Leaving the Granada Reloca-
tion Center

Age of Child	Tule Lake ^{1/}	Crystal City ^{2/}	Gripsholm ^{3/}
1	2	3	4
2 - 5	8		1
6 - 11	10	5	3
12 - 15	7	5	8
16 - 20	13	4	7
TOTAL	38	14	19

^{1/} Children sent to Tule Lake on 9-16-43.

^{2/} Children sent with families to Crystal City, Texas on 6-10-43.

^{3/} Children repatriated to Japan via Gripsholm on 8-30-43.

STOCKTON ASSEMBLY CENTER

MEMORANDUM OF RECREATION ACTIVITIES

1. Athletics
 - a. Baseball (for both boys and girls)
 - b. Volleyball (for both boys and girls)
 - c. Ju Jitsu
 - d. Wrestling
 - e. Ping Pong (for both boys and girls)
 - f. Track Meet (for both boys and girls)
 - g. Calisthenics (for both boys and girls)
 - h. Badminton (for both boys and girls)
2. Moving Pictures--educational and comedy features to be obtained through local schools and other organizations.
3. Library--branch of City Library established in Camp.
4. Card rooms for adults.
5. Group singing.
6. Dances
7. Boy Scouts--regular Boy Scout organization with possibly 50 Troops--organization of Cub Troops--regular facilities for official taking of tests and Coats of Honor for awarding of merit badges.
8. Center Newspaper--to be issued bi-weekly.
9. Nursery School Activities
 - a. Group games
 - b. Discussion periods
 - c. Rest periods
 - d. Children's lunch
10. Red Cross Activities--knitting and sewing of materials provided by the American Red Cross.
11. Drama--production of plays to be presented on stage in front of Grandstand.

MEMORANDUM OF EDUCATIONAL ACTIVITIES

1. For High School Graduates

Meeting each Sunday morning with students who are interested in locating mid-western universities.
2. For High School Students

Special study room for High School students with experts in each subject available for coaching; a visit each morning

-2-

from 9:00 to 11:00 A.M. by member of the Stockton High School staff who collects prepared written material which was assigned prior to evacuation. It is expected that regular commencement exercises will be held in the Center for High School students who will graduate at the end of this school year.

3. For Grade School Students.

Organization of informal classes conducted by qualified Japanese American girls within the Center.

4. For Preschool Students

Nursery Schools conducted by qualified Japanese American girls within the Center.

E2.673

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

May 31, 1944

A Comparison of Teacher Salaries in WRA Schools and in Cities of
Comparable Size in States where WRA Schools are Located

The following tables include only salaries of classroom teachers. Since most of the other teachers are employed for 9 months of classroom service (10 in one case given below) and WRA teachers are employed for 11 months (12 with one month of leave) on duty each year the salaries per month of the school term are used as a basis for comparison. The fact that the WRA teachers work on basis of calendar months while other teachers work on basis of months of four weeks each was not considered in these estimates.

On the basis of the 1944-45 budget estimates the average WRA teaching salaries will be:

	<u>Annual</u>	<u>Monthly</u>
Elementary	1646	150
High School	2080	189

The WRA centers vary in size ranging from 6000 to about 17,500 inhabitants. The following tabulation shows salaries for similar positions in other towns in the same states:

State and City	1940 Population	Average Salaries Elementary Teachers				Average Salaries High School Teachers			
		1942-3 ¹ / ₂ Annual	Adj. to 1944-45 anticipated salaries		1942-3 ¹ / ₂ Annual	Adj. to 1944-45 anticipated salaries		1942-3 ¹ / ₂ Annual	1942-3 ¹ / ₂ Monthly
			Annual ² / ₂	Monthly		Annual ² / ₂	Monthly		
Arkansas									
Camden	8975	850	892	99	1300	1365	152		
Helena	8446	969	1017	113	1207	1267	141		
Russelville	5927	650	683	76	810	850	94		
Arizona									
Bisbee	5843	1632	1713	190	2245	2357	262		
Douglas	8623	1530	1606	179	2250	2362	262		
Globe	6141	1637	1719	191	1888	1982	220		
Mesa	7224	1394	1464	163	2082	2186	243		
Prescott	6018	1663	1746	194	2009	2109	234		
California									
Chico	9287	1770	1858	206	2413	2533	281		
San Fernando	9094	2480	2604	260	2940	3087	309		
Antioch	5106	1635	1717	191	2083	2187	243		
Martinez	7381	1853	1945	216	2102	2207	245		
Eureka	17053	1821	1912	212	2276	2390	265		

- 2 -

State and City	1940 Population	Average Salaries Elementary Teachers			Average Salaries High School Teachers		
		1942-31/ Annual	Adj. to 1944-45 anticipated salaries		1942-31/ Annual	Adj. to 1944-45 anticipated salaries	
			Annual ^{2/}	Monthly		Annual ^{2/}	Monthly
Oregon							
Medford	11281	1390	1459	162	1623	1704	189
Colorado							
Alamosa	5613	1350	1417	157	1495	1569	174
Canon City	6690	1257	1321	146	1509	1584	176
La Junta	7040	1259	1322	147	1335	1402	156
Sterling	7411	1390	1460	162	1488	1562	174
Idaho							
Burley	5329	1267	1330	148	1589	1668	185
Caldwell	7272	1493	1567	173	1594	1674	186
Lewistown	10548	1283	1347	149	1534	1610	179
Twin Falls	11851	1289	1353	150	1585	1664	185
Utah							
Brigham	5641	1242	1304	145	1708	1793	199
Price	5214	1250	1312	145	1365	1433	159
South Salt Lake	5701	1331	1397	155	1662	1745	194
Toelee	5001	1250	1312	145	1573	1651	183
Wyoming							
Rock Springs	9827	1499	1574	174	1931	2027	225
Evanston	3605	1321	1387	154	1630	1711	190

1. Average salaries for 1942-43 for these cities were taken from "Special Salary Tabulations" IIIA, IVA, and V A - July 1943 prepared by the research division of the National Education Association, 1201 16th St., N.W., Washington, D. C. Cities selected were generally comparable in size to the WRA centers, and in many cases near one of the centers. No attempt was made to select cities on basis of salaries paid.
2. The estimated salaries for 1944-45 were obtained by adding 5 per cent to the 1942-43 salaries. This seems to be conservative estimate of increases during the two year period.

Overtime pay for WRA teachers not included here since the WRA teachers work in school rooms six eight-hour days per week and other teachers are required to be in school five days per week. Hence, the added hours of duty for WRA teachers represent approximately the same percentage as the overtime pay allotment.

EDUCATION SECTION EVACUEE EMPLOYMENT

Office of Superintendent

501	Secretary	\$19
	Clerk-Stenographer	16
504	Head Janitors	19
505	Janitors	16

High School

	Clerk-Stenographer	16
	Classified Teachers	19
508	Assistant Teachers	16
	Librarians	
	Assistant Librarian	16

Elementary School

	Clerk-Stenographer	16
	Classified Teachers	19
513	Assistant Teachers	16
519	Assistant Librarian	16
	Asst. Home Visiting Teacher	16

Total -- regular school

Nursery School

	Nursery School Supervisor	\$19
515	Asst. Nursery Teachers	16
516	Nursery Matron	16

Adult Education

	Supervisor	19
	Clerk-Stenographer	
507	Assistant Teachers	16

Vocational Training

	Vocational Training Assistant	19
	Chief Vocational Instructor	19
	Clerk-Stenographer	16
	Apprentice Training Instructor	16
	Vocational Instructor	16

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section - Vocational Training Program

Chief Vocational Instructor

\$19.

Under the general direction of the Vocational Training Supervisor, is in charge of a trade class. Shall have at least 3 years of paid experience in the trade or its equivalent. Prepares outline of study and daily lesson plans. Conducts training class. Maintains records, reports on progress of students.

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War Relocation Authority
Evacuee Project ^Employment
Community Management Division
Education Section - Vocational Training Program

Vocational Instructor

\$16.

Under the supervision of the Chief Instructor aids in conducting a trade class. Helps prepare lesson plans. Maintains records, prepares reports on progress of students. Does individual work with students as necessary. Is responsible for materials and supplies.

Shall have at least 1 year of paid experience in the field or its equivalent

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War Relocation Authority
Evacuee Project ^{Employment}
Community Management Division
Education Section - Vocational Training Program

Apprenticeship Training Assistant

\$16.

Under the direction of the Vocational Training Supervisor aids in selecting apprenticeship opportunities. Analyzes job operations. Maintains records and checks job rotation scheme. Schedules regular interviews for apprentices with Vocational Training Supervisor and under certain conditions may himself interview apprentices. Aids in organizing supplementary classes and, if qualified, may lead one or more classes himself.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

CLASSIFIED TEACHER
Elementary or High School

Shall have at least two years of college education and shall have training (including 12 semester hours approved education courses and/or completion of or present enrollment in prescribed teacher training courses and practice teaching under the direction of supervisor of student teachers) sufficient to qualify for a full time teaching position in subjects or grade for which selected. Shall be able to carry and shall be assigned load of regular teacher.

Under supervision of the principal prepares lessons or activity plans, assembles materials for and conducts classes in subjects or grade assigned. Shall cooperate with principal and other teachers in non-class activities, in maintaining records, and in various phases of school organization. Shall serve as a substitute teacher or shall be assigned to a regular position with full time load.

*Job Description
Evacuee Employment*

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

NURSERY SCHOOL SUPERVISOR

Under the supervision of the elementary principal or of the appointed teacher assigned to duties to oversee the nursery school plans and supervises the nursery school program. Is responsible for collecting and organizing materials and supplies; maintains number of pupils enrolled; confers with parents; supervises the work of assistant teachers and matrons; and is responsible for the order and arrangement of the room. Gives specific attention to the development of proper habits and the development of learning readiness in the children.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

ADULT EDUCATION SUPERVISORY ASSISTANT

Under the supervision of the night school director assists in organizing and directing the adult education program. Shall be in charge of the office in the absence of the director. Shall help organize classes; collect and distribute supplies; check use of and care of buildings and protection of property in the buildings. When necessary assist in the supervising of class program activities. Shall be responsible for records and reports.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

CERTIFIED TEACHER

Shall possess necessary state certification authorization to qualify for position where employed. Shall be assigned to chart appointive position and shall have same obligations, duties, and privileges in this position as would an appointed staff member.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

HEAD JANITOR

Shall be responsible to the superintendent of education for the organization and operation of the whole school janitorial program. Shall be able to understand written and oral instruction and to convey same to other janitors. Shall be responsible for the use of janitorial supplies and tools, for assigning individual janitorial duties, hours of work, and for the relationships of these janitors with the principals and teachers. Shall make the necessary reports to the principals and superintendents.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

HEAD FIREMAN

Shall be employed only in schools having large coal fired furnaces. Shall be responsible for safety features and for upkeep of the furnaces. Shall work under the supervision of the head janitor in the techniques of his work and under the principal for his relationships with the school unit. Shall instruct other firemen in boiler care and firing methods.

F2-673

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

TO PROJECT DIRECTORS:

Attention: Superintendents of Education

We are attaching some general suggestions for school janitorial services in the centers. These are outlined as general procedures. It is anticipated that later a handbook will be issued covering this type of service in some detail. To this end we suggest that the school superintendent and principals prepare lists of specific suggestions on school janitorial services which they should like to see incorporated into a handbook of this type.

N. E. VILES
Education Adviser

L

Ray Miller - 12/6/43

SCHOOL HOUSEKEEPING SERVICE

During the 1942-43 school year the WPA centers experienced so much difficulty in obtaining housing facilities and equipment that less attention was of necessity given to housekeeping practices. During the 1943-44 school year it seems wise to give more specific attention to providing better school housekeeping practices. It is true that many of the pupils are still housed in buildings not adapted to school needs, in buildings where proper heating facilities, ventilation, floors, and other desirable facilities are below the standards usually recommended. Even with these handicaps it seems essential that all concerned should give attention to the problem of providing the most satisfactory facilities and janitorial service that can be rendered under existing conditions.

Importance of School Housekeeping

Housing conditions and school housekeeping practices exert a great influence on the lives of the pupils. Many of the pupils develop ideals and standards of sanitation, convenience, and comfort, or the lack of them which they carry over into their present and future home lives. School housekeeping is also an important factor in the health of the children. Lack of adequate illumination, glare, or excessive contrasts in light intensity create ocular fatigue with a corresponding degree of nervousness and irritation. In a like manner, lack of adequate heating facilities, improper circulation of room air, and a lack of ventilation lead to a drowsiness on the part of some and a lack of comfort from a low temperature on the part of others. Evidence indicates a higher frequency of absenteeism from colds and similar ailments where the school rooms are not comfortable.

Housekeeping also plays an important part on school morale and on the rate of learning. A considerable part of the gain in learning is attained through visualization. Even a slight lack of proper illumination may slow up the learning process. Pupils learn more readily when they are comfortable and when attention does not wander from the problems at hand to a personal lack of physical comfort. Likewise, pupils learn more readily in attractive surroundings and under cheerful conditions. School housekeeping can play an important part in any school room in providing the comfort, and conveniences and the attractiveness desired in a school room.

ORGANIZATION OF JANITORIAL SERVICE

In programs developed rapidly it is often found necessary to perfect organizations and procedures after the programs are under way. This was true in part in the WPA schools. Fortunately comparable patterns in building operations and janitorial service had been developed by other school systems.

Authority

In the WRA centers authority stems from the Director down through the various Divisions and Sections. Likewise, in the schools authority stems from the Superintendent of Education down through the various activities. Efforts of the various school employees must be coordinated if satisfactory results are to be obtained. The school janitor usually has a dual responsibility. He is responsible to the principal and less directly to the teachers in the building for any of his work or activities that might affect the work in that building. On the other hand, the janitor is responsible to the Superintendent of Education either directly or through a head janitor or superintendent of buildings for the techniques of his work, preservation of property, and cooperation with others.

Control

The Superintendent of Education cannot take time to supervise closely the work of each janitor. To overcome this, one of the two following practices may be recommended:

1. The janitors are assigned to a school unit and are wholly under the direction of the principal.
2. The Superintendent of Education selects a superintendent of buildings responsible directly to him, and who supervises technical procedures, such as methods of firing, etc., and who cooperates with the principals in setting up working schedules, standards of work, and in developing proper working relationships. He recommends transfers of men and is in direct charge of janitorial tools and supplies.

Either plan is workable and in either case the various duties must be performed by someone. Each plan has advantages and disadvantages. The best measure of either plan is the efficiency attained under that plan under conditions existing at a particular center. Under either plan the janitor should understand his responsibilities and his relationships to workers and to those in charge.

These relationships are often outlined as follows:

1. The janitor is directly responsible to the principal for his work activities or relationships in the building that affect the work therein.
2. He is responsible to the Superintendent of Education or the Superintendent of Buildings for the methods of work, for added or outside duties, for the supplies and tools allocated him, and for his cooperation in the school system.

Washington instructions on evacuee employment indicate that school janitors shall be assigned to and be responsible to the schools. In order to justify and retain this control and to secure adequate returns in service for the time consumed and money spent for janitorial services, janitorial duties should be defined. The number of janitors employed should be limited to the need based on WRA employment policies. Each janitor should be expected to perform the tasks assigned and men who cannot do the work should be replaced with others who can. Since most of the janitors have not been trained in school building care, it will in most cases be necessary to train the men and to set up definite programs of work.

Work Schedule and Cooperation

The janitor can be expected to work more effectively, if his program is planned. School administrators should insist on having a satisfactory working schedule for each janitor. In many cases they find it necessary to help prepare such schedules, and in all cases their approval is required before the schedule is put into operation. The work schedule should include daily tasks as well as those that must be cared for at less frequent intervals. Time units should be developed for each. Some tasks such as the starting of fires, cleaning of floors, dusting, etc., will be done daily. Others such as dusting erasers and cleaning blackboards may be done weekly, while others such as cleaning windows or walls may come at less frequent intervals. All should be included.

The janitors and principals may be requested to prepare lists of activities with time required for each for consideration in preparing the schedule. The schedule should be planned to make full use of the time of the janitors. Daytime idle hours might be used in such tasks as repair of seats, in care of yards, etc. Men assigned to care for buildings for evening classes might be required to clean certain rooms and thus reduce the load of and perhaps the number of daytime cleaners. It is realized that more janitors may be needed in the morning to build fires in stove heated rooms particularly where coal or wood is used. If some of these men cannot be profitably employed between the hours of nine and four o'clock it may be possible to stagger the hours of work so that a part of the janitors might return after school to assist in cleaning or during the evening to provide service during and following the use of rooms for adult classes or for other evening school activities.

Cooperation - Janitors and Teachers

Cooperation here is essential. It is the duty of the janitor to maintain, in so far as possible, comfortable working facilities in the rooms. The teacher has an obligation to aid pupils in developing

desirable ideals or working practices, including a sense of fitness, order and arrangement which is in fact housekeeping. The janitor should dust seats and desks, but he cannot easily do so if the seats are covered with books or supplies. He should provide, where needed, scrapers or brushes at the outer door. The teacher should request the pupils to use them to remove mud from their shoes before entering the room. Supplies should be stored or stacked; equipment should be in place; paper should not be thrown on the floor or play grounds. The janitor should aid by providing receptacles for waste and should have the rooms ready for use when needed. Janitors are supposed to keep windows clean that light may be admitted. Teachers can cooperate by not covering windows with fixed curtains (that are not easily retired) that shut out needed light.

Work Regulations

Many factors such as the age of the children, types of floors, types of heating units, amount of toilet service, etc., make it desirable that work loads be computed on the basis of local conditions. For similar reasons rules and regulations probably should be made on the basis of local conditions, the janitorial personnel, and general center regulations.

JANITORIAL OBLIGATIONS

As employees of the school system the janitors have many obligations among which are those of pupil protection and property protection.

Safety

In order to avoid having pupil or teacher injuries which might be attributed to a lack of protection the janitors should be ever alert to the elimination of hazards. Some of the possible hazards to be eliminated, or if they cannot be eliminated to be reported to the proper authorities are:

1. In school rooms or corridors: splinters on boards or seats, loose seat bolts, slick floors, barriers or obstacles in line of traffic, protruding nails, loose glass in doors.
2. In special rooms: waste around machines, soap on floor of shower room, lack of waste jar in chemistry laboratory, lack of guards on machines, dirty boiler rooms, exit doors locked while pupils are in building, exit doors sticking, exits partly blocked.
3. On grounds: nails in boards, ice or snow on walks, open ditches, holes in playground area, broken glass, loose

tools such as hoes or scythes on playground, or playground equipment not properly shielded.

Protection of Property

School property is assigned to the schools and the school officials and employees have an obligation to protect against loss. The janitors should be instructed to guard carefully against loss through misplacement, theft, or unnecessary destruction. The janitors may be instructed to make an inspection of building before leaving for the day to insure that doors or cases that should be secured are locked, and that no unusual fire or other property hazards exist. He should make another inspection on arriving at the building in the morning. Breakage or loss should be reported as soon as possible.

Protection Against Fire Loss

There are many possibilities of fire loss in school buildings of combustible construction and fire loss can be so harmful to the school program that continued and exacting protective care should be exercised by all connected with the school program. School janitors should be cautioned to give particular attention to the elimination of fire hazards and the conditions that might cause fire hazards. The janitor should eliminate some hazards and avoid creating others. He should be instructed to:

1. Remove collections of waste paper and rubbish from buildings
2. Avoid use of oils in starting fires
3. Avoid overloading electric circuits, and to use type of circuit breakers or fuses approved by fire chief
4. Close doors of furnaces and stoves after banking fires
5. Avoid overbanking
6. After starting fires give frequent attention, avoid over-heating
7. Remove chairs, waste baskets, cases, or other combustibles away from stoves or furnaces
8. Have all stove pipe connections tight
9. Store oily rags or mops in metal containers or remove from the building
10. Avoid use of inflammable decorations near heating units, electric lights, or wires

In the industrial arts shops and the home economics units or the janitor's work shop there are specific hazards to which the janitor should give specific attention. Some of them are:

1. Waste or oils collected on floor or around machine
2. Careless use of blow torch
3. Storage of gasoline in building
4. Dirty motors
5. Lack of protection for glue pot or forges.

6. Lack of stove protection in home economics room.
7. Open box match storage. 8. Electric irons or stoves without pilot lights. 9. Lack of jars for waste in chemical laboratories.

These hazards can be eliminated without difficulty. In addition the school janitors should be instructed in the use of the fire extinguishers available.

JANITORIAL DUTIES

The duties of a school janitor are many and varied. The untrained school janitor should be taught how to perform these duties in the most effective manner. In the WPA schools the types of buildings to be serviced and a lack of certain equipment or supplies may make the task more difficult. The school administrators will need to supervise closely the janitorial staff if satisfactory results are to be obtained.

Cleaning the School Building

Some cleaning tasks such as sweeping floors, dusting, and removal of waste paper should be done daily or more often if needed. Other tasks such as mopping, scrubbing, or window washing will be done at less frequent intervals.

Cleaning Supplies

The universal cleaning agents are soap and water. Soap stocks are not now plentiful but this loss can be offset by the use of tri-sodium phosphate or even of baking soda to break the water. The tri-sodium phosphate can be purchased from four to six cents per pound and is more effective for most types of cleaning. It should be used sparingly - only until the water has been broken and has a slick feeling. A small amount of soap can be added if needed. Janitors should, in so far as possible, avoid the use of strong acids or alkalies. Even tri-sodium phosphate if used to excess may affect the finish of desks, walls, and furniture.

Floor Cleaning (Sweeping)

Frequency of floor cleaning will depend on the use. Class rooms and offices should be cleaned daily. It may be necessary to sweep corridors several times each day if the outside ground is muddy. Janitorial schedules should be so arranged that class rooms can be cleaned at any period during the day when they are vacant. This relieves the burden of after school cleaning.

Tools

The type will depend on the type and condition of the floor and the amount of dirt carried in. For kindergarten and nursery school rooms, gymnasium units, and any other unit or class room having sealed or waxed floors, linoleum or asphalt, the floor dust mop is recommended. For all other floors except excessively rough floors, the floor brush is satisfactory. The brushes obtainable today are generally a mixture of horsehair and bristles or fiber. For classroom cleaning the 16" brush or dust mop is preferred by most janitors. For large area cleaning like gymnasium units and corridors the 24" to 36" brushes are preferred.

Methods of Cleaning

Methods will vary with type of tools used and the type of floors to be cleaned. In general the method used should be the one that raises the least dust. For this reason the corn broom should be used only when other tools are not effective. The floor brushes or the light dust mop should be used with the stroke method and not as push brooms. Sweeping compounds are of questionable value and are not permitted in many buildings. If it seems essential that some sweeping compound be used, one can be prepared locally by mixing quantities of sawdust and sand and binding together with a small amount of clear paraffin oil. Sweeping compounds should not be used on sealed or waxed floors.

Janitors should be instructed to clean all corners, around the legs and feet of seats and chairs, to clean under the radiators and around the stoves, to wipe dust out of chalk trough, to empty waste baskets, and to pick up pencils and books before starting to sweep.

Toilet Room Cleaning

Toilet room care is of utmost importance. Teachers should instruct small children in toilet room usage and toilet room sanitation. Janitors should be expected to remove the causes of foul odors in the toilet rooms and should not be expected to cover them up with disinfecting agents or deodorant blocks which may be a little less offensive than the foul odors. Toilet room floors should be swept as often as needed. In most cases they should be mopped weekly. Door knobs should be wiped daily. Walls, doors, wood work, and toilet stools, etc., should be cleaned frequently. Lavatories should be wiped out daily. Urinal and stools should be cleaned as frequently as needed, with particular attention to removing incrustations and accumulations up under the rim of the stool or down in the throat of the outlet.

Vitrified or china ware stools may be cleaned by use of some bowl cleaning compound having a mariatic acid base. However, if they are cleaned frequently there will be less need of such preparations. Enameled iron ware often used in urinals and lavatories should not be treated with cleaning compounds having an acid base. It is usually unwise to use the acid preparations around fountains. In those cases the use of TSP is generally effective. Dirty toilet rooms and toilet room fixtures are inexcusable.

Cleaning of Glass

Glass in doors and cases should be wiped frequently. Glass in windows should be washed as frequently as needed. This will depend much on weather conditions. Breaking the water with TSP aids in cleaning glass. Use folded moist cloth for washing. Use chamois skin or cloth for drying. The janitor should avoid the use of excessive amounts of water and should not permit the water to run down over window sills in rooms.

Cleaning of Blackboard

It should be the duty of the teacher and pupils to erase chalk marks from the blackboard. Writing that is to be retained on the board should be so marked. Manufacturers generally recommend dry cleaning for blackboards. In using this process the teacher and pupils or janitors wipe the boards clean with erasers. Periodically the janitor cleans the board more thoroughly with a chamois skin. Some janitors still wash blackboards. There are objections to the process since the wetting of the chalk binder may tend to glaze the board. If a board is washed, probably clean water or water broken as mentioned for glass cleaning is best. After the board has been washed and is dry it should be broken in by complete chalking with a piece of chalk held parallel with the board.

Dusting

With any method of floor cleaning some dusting will be necessary. Most floors will be cleaned during the day or after school closes. In most cases dusting should be done in the morning before school opens. Janitors can dust after starting fires and while waiting for the building to warm. The use of any feather duster or of a rag used with a flipping motion probably should be forbidden. Best results are obtained by using the treated mitten type string duster either on the hand or on a wire head frame. These are usually treated with some type of furniture polish or cedar oil. If these are not available, clean cloths either of cloth or of clean rags, may be substituted. These should be used in a wiping motion and all desk tops, chair arms, desk backs, door facings, and cases should be dusted daily. Lower parts of chairs and other wood work and exposed surfaces may be dusted at less frequent intervals.

Cleaning Walks

Ice, snow, or mud should be removed from walks as quickly as possible. Ice may often be removed by a scraper or by the use of salt. Placing sand or cinders on walks often leads to the tracking of excessive amounts of grit into the school room. When ice cannot be removed, many janitors try covering it with sawdust.

Sanitation

Sanitation and cleanliness in the schools are of almost synonymous. Soap, water, and energy are more effective than covering up with odorous disinfectants, and much more effective than aromatics (usually ineffective deodorants).

TREATING AND PRESERVING FLOORS

Since many of the school floors on the Centers are wood most of the suggestions provided here will be on the care of wood floors. Floors to be treated should be sanded or scraped to a smooth surface. Where this is not feasible conditions usually can be improved by treating the rough floors. The treatments generally used are sealing and waxing, sealing alone, and oiling.

Sealing and Waxing

This treatment is generally recommended for classrooms and corridors in new buildings, but because of ground and other conditions may not prove practical on most centers. The process generally recommended is: seal with penetrating seal (not shellac) at least two coats, all floor will absorb, buff with steel wool; permit seal to set; then add light coating of water emulsion wax. Repeat waxing in worn spots as needed. (Note - thin water emulsion waxes can be used on asphalt tile or linoleum floors but spirit solvent waxes should never be used on such surfaces).

Surface Seals

Gymnasium floors are usually sealed first with penetrating seals then with a surface seal containing a substantial quantity of bakelite. These floors should not be waxed. Regular gymnasium shoes should be used for gymnasium activities on surface sealed floors. In some cases gymnasium units must be used as community assembly halls. In such cases the street shoes may mar the surface. This cannot be avoided easily. In such cases some schools treat gymnasium floors

with only the penetrating seals. This does provide an usable surface but it is one that is inclined to turn dark. Surface sealed gymnasium floors used for dances may be protected by the use of borax crystals preparations which can later be removed with a damp mop dipped in warm water.

Oiling Floors

In general the use of floor oils is not recommended for schools. However, in some cases on rough floors or where excessive amounts of sand or mud are tracked in this is the only feasible treatment. This may be true on most centers in barrack type school buildings where pupils enter school rooms without passing through corridors and where soil or surface conditions make it quite difficult to preserve waxed floors. Where oil is used it should be put on the floor in light applications, (the floors should never be soaked) and a thin oil should be used. Spray applications are generally preferred. Where sprays are not available the oil may be applied with a mop if excess oil is wrung out before applying to the floor. Other applications during the year may be made as needed, particularly on worn spots. Accumulations of oil and dirt should be removed each year before making new applications for that year.

Sealing Concrete Floors

Concrete floors in corridors or elsewhere that are dusting and pitting may be protected by a concrete seal. There are a number of good seals on the market. However, satisfactory results can be obtained by the use of sodium-silicate (water glass) or of magnesium fluosilicate at a very low cost. Concrete seals probably should not be applied to concrete floors under or around machines in shops.

Scrubbing

The term scrubbing as used here refers to a removal of floor dirt, stains, or oils by a scouring process. Treated floors will be scrubbed only when removing old treatment. Hot water aids in emulsifying greases and gums, and an abrasive like volcanic ash, tripoli, etc., will aid in loosening dirt from the floor. Abrasive should be sprinkled on moistened floor and not suspended in water. General recommendations in scrubbing are:

1. Use hot water.
2. Break water with TSP until it is slippery.
3. Apply to small area at a time.
4. Pick up waste.
5. Rinse floor and dry.
6. Avoid coarse abrasives.
7. Avoid use of strong chemicals (lye).

Where scrubbing machines are not available hand energy will be needed. Deck or scrub brushes may be used to loosen dirt. Mops are not very effective for this purpose.

Mopping

All masonry, linoleum, or asphalt tile floors will need occasional mopping. Most untreated floors will also need mopping, but treated wood floors do not generally need mopping. The term mopping refers to the use of a damp mop to pick up dust. It should not be confused with a scouring or scrubbing process. A twenty to thirty ounce mop is preferred by most janitors. When mopping, water should not be poured on the floor. The mop should be dipped into the warm water wrung out and then applied to the floor. Clean floors are not obtained by mopping with dirty mops or dirty water. Change water frequently and wash mops as often as needed. A mop pail with attached wringer will be needed for satisfactory work, but lacking these hand wringing may be necessary. Toilet rooms should be mopped frequently, as should kindergarten or nursery school room floors.

HEATING AND VENTILATION

In the barrack building type school rooms, heated by coal fired stoves, control of heating and ventilation is extremely difficult. On the other hand this control is essential to the comfort and welfare of the pupils. Infiltration or exfiltration of air through cracks or opened windows does not necessarily provide controlled school room ventilation. (This is only a modified method of camp fire heating). Controlled ventilation brings into the room needed fresh air and exhausts foul air. It provides some control of room air circulation that the heat can be properly diffused to all parts of the room. Without some control room air would be stratified with the warm air near the ceiling. This circulation is quite important in rooms with low ceilings, and of course difficult to control when the source of heat is one stove.

Room Temperatures

Room temperatures of from 68 deg. to 72 deg. F., measured at about the breathing line of pupils when seated, is generally recommended. However, a number of factors must be considered in determining desirable room temperatures. Classrooms with a temperature of 70 deg. with a relative humidity of 47 per cent give about the same feeling of comfort as do rooms with a temperature of 75 deg. with a relative humidity of only 15 per cent. Likewise, a lack of room air circulation may make it necessary to provide more heat to obtain a reasonable degree of comfort.

In stove heated rooms each stove is in effect a different heating plant the efficiency and operation of which may be affected by location in the room, height and location of flue, wind velocity and direction, type of fuel used, and the control of ventilation in the room. The need and demand for room heat may be affected by outside temperatures, weather conditions, the clothing worn by or the personal desires of the room occupants.

Control in Stove Heated Rooms

Most school teachers accustomed to working in school rooms having controlled temperature and ventilation facilities have not found it necessary to give an excessive amount of attention or study to the care of heating and ventilation facilities. In stove heated rooms it will be almost impossible to maintain the best possible conditions with the facilities available without constant and direct supervision by the teachers. Janitors should be required to build fires and have rooms warm in the morning. During the day the teachers and pupils may control the fires and regulate the ventilation. The following suggestions should be of value to the teachers and janitors in control of room heating and ventilation.

Fires should be built in the morning in time to warm the room without overcrowding the stoves. This may make it necessary to arrange the hours of work so that some Janitors arrive at the building earlier in order that the rooms might be heated when needed. Janitors should be cautioned against the use of inflammable oils in starting fires and against overheating the stoves in firing up, or of leaving excessively hot units without constant or frequent supervision. They should also be cautioned to remove combustible materials from the vicinity of the stove. Janitors should be specifically warned not to create clouds of dust and ashes in the room when cleaning up around the stoves after building fires. Insofar as possible fires should be controlled during the day by the use of the draft dampers. In most cases fires will be banked at night and janitors should be warned not to bank with open stove doors. They probably should also be shown that overbanking is not necessarily more effective.

During the school day, it will be desirable that the teacher watch room temperatures and air conditions. Making slit openings at certain windows may permit the inflow of needed fresh air and the exhausting of some foul air without creating drafts on the pupils. The teacher should probably also watch for overheating and the effects of overheating or the lack of ventilation on the pupils. Where the stoves do not have circulating jackets it may be necessary to provide and use shields so that pupils near the stove will not be too much affected by direct radiation.

F2.6.1

Appointive Personnel in the Education Section

For the current year we were authorized to employ 32 high school teachers, including a vocational advisor and four head teachers. This number was based upon an anticipated enrollment of 1090 secondary pupils maintaining a 35 to 1 ratio.

Teachers were employed and the school program developed on the basis of this authorization. The average enrollment for the first four months of the school year has been 990 which is 100 pupils less than the anticipated number. Because of this, it appears that we are requested to decrease the appointive staff to 28 in order to maintain the 35 to 1 ratio. At the same time the Washington office has authorized us to employ two additional staff members for whom no request has been made, namely, a vocational training supervisor and an auto mechanics instructor.

In the following statements are set forth the reasons why it is practically impossible to reduce the secondary school staff without seriously impairing the educational program. Also given are some practical considerations which should be carefully studied before staff reductions are imposed.

I. Teacher Load and Class Enrollments

Attached is a copy of the class schedule now in operation. This schedule shows (1) the classes taught, and (2) the active enrollment in each is shown in parentheses. Attached is also a statement justifying the teaching of courses in which the enrollment is materially less than 35.

A. English Literature, Latin II, Spanish II, Latin I - Miss Grace Good

The English literature class was organized to meet the English requirements of 12th grade pupils who have (1) to meet the entrance requirements of specific colleges, (2) those who have a background of English which would cause them to repeat work already done if they were assigned to other 12th grade English - social studies groups.

Many colleges yet require two years or more of language for entrance. Latin II must be taught to meet the two-year requirement. Spanish II must be taught for the same reason. It should be noted that the smaller section of Latin I is justifiable in view of the fact that Spanish I enrolls 43 which is greater than a justifiable maximum. If all pupils desiring first year language were forced into Spanish, two sections of Spanish I would be required which does not reduce the number of sections.

B. American History (15) - Mr. Robert George

The necessity for this course is the same as that for English

Literature. It is essential that all graduates have a course in American history. Because of the previous educational backgrounds of these seniors, it was necessary to organize this class to provide it for them.

C. Speech Adjustment (15), English - Social Studies (29) - Mrs. Fae Stillinger

Speech Adjustment is essentially a class in oral English designed to assist pupils with language difficulties. A number of these people are kibeis who are badly in need of individual instruction while others come from families or have resided in areas where English was little used. Such a class cannot serve its purpose if larger numbers are enrolled.

This section of English - social studies is necessary to absorb the overflow of pupils from other sections which are too large for instruction.

D. English-Social Studies (25) (28), Speech (20) - Mr. Melvin McGovern

An examination of enrollments in 12th grade English-Social Studies classes shows that the average enrollment in these classes is above 39. It is practically impossible to balance all classes so that equal enrollments can be secured as there are many conflicts with 12th grade classes which have only one section. This accounts for the low enrollment in this particular section.

The teaching of speech is an important part of any school program. It is especially important here. It is generally agreed among speech teachers that groups enrolling more than 20 pupils cannot be well taught since instruction is highly individualized.

E. Typing, Bookkeeping, Shorthand - Mrs. Betty Tinsman

Enrollment in typing classes is determined by the number of machines available. Only 22 machines have been available in working condition which limits this enrollment.

The Bookkeeping III class is limited in number by the small group prepared for it last year. The course has such high vocational and relocation values that there should be no question of its continuance.

It will be noted that there are two classes of Shorthand I. The total enrollment is 56 which is too large for one class.

- F. Woodworking, General Shop, Mechanical Drawing - Mr. Leo Kraus and Mr. O. P. Stillinger

All classes in shop and mechanical drawing are limited in enrollment by the capacity of the facilities for instruction. Nearly all classes are at capacity. One small mechanical drawing is taught because total enrollments in this course are too great for one section.

- G. Agriculture (35) - Mr. Lorenzo Burgert

Mr. Burgert is now the only instructor available in agriculture. The duties of classroom work and of supervision involved in running the school farm of 650 acres make it impossible for him to carry an additional load.

- H. Algebra, Plane Geometry, Solid Geometry - Miss Ada Winans, Dr. T. Terami

The total enrollment in Algebra I is too large to be taught well in three sections as it would have to average 38 pupils. Since it is impossible to register equal numbers in all sections, the only workable solution is to organize four sections to provide for the excess in certain classes.

There are two sections of plane geometry with a total enrollment of 52. This is too large for one class so two must be taught.

- I. Biology, Physiology - Miss Ada Winans, Miss Julia Prescott

Two sections of biology now enroll 72 pupils. One section of physiology now enrolls 20 pupils. The 20 pupils in physiology would have created the necessity for the organization of a third section of biology had they been so enrolled. Since pupils prefer to study physiology, there appears to be no reason why this section should not be continued.

II. Some Practical Considerations

- A. During the school year resignations occur in all school departments. They are beyond administrative control. In some departments there is only one teacher. If a resignation occurs in this position, the classes taught would be eliminated. For example, we have one teacher of agriculture. His resignation would mean the termination of his classes for no other qualified instructor of agriculture is employed.
- B. Repeated efforts have been made to recruit evacuee teachers. At

the present time there appear to be no additional ones on the Project. This means that when present teachers relocate, no new ones are available. For this reason greater dependence must be placed upon the appointed staff for all instruction. If this is true, it will be exceedingly difficult to maintain the pupil-teacher ratio.

If the relocation program is successful, the need for schools will disappear. During this process of reduction some plan of staff reduction must be worked out which will avoid the indiscriminate abolishment of positions or the secondary school program will be so impaired that acceptable results cannot be expected.

Furthermore, the Washington office participated in the formulation of agreements with the State Department of Education and the state agency (the University of Colorado) to establish and maintain accredited secondary schools. If these agreements are to be violated, indiscriminate reductions in personnel can be made. If we are to live up to these agreements and maintain secondary school standards, the abolition of teaching positions as a result of the application of a mathematical formula is impossible.

The entire secondary school staff now carries a heavy teaching and extra-curricular load. Much of this cannot be calculated in any tabulation. It is already extremely difficult to retain teachers because of the load, the hours, and conditions of employment and living. To increase this load would only result in greater personnel problems.

If WRA wishes to maintain a high pupil-teacher ratio because of adverse public criticism, let them secure the facts as to pupil-teacher ratios as they exist in comparable public school situations. These facts will show that very few schools, even those of large cities, now maintain the unreasonable pupil-teacher ratio required here.

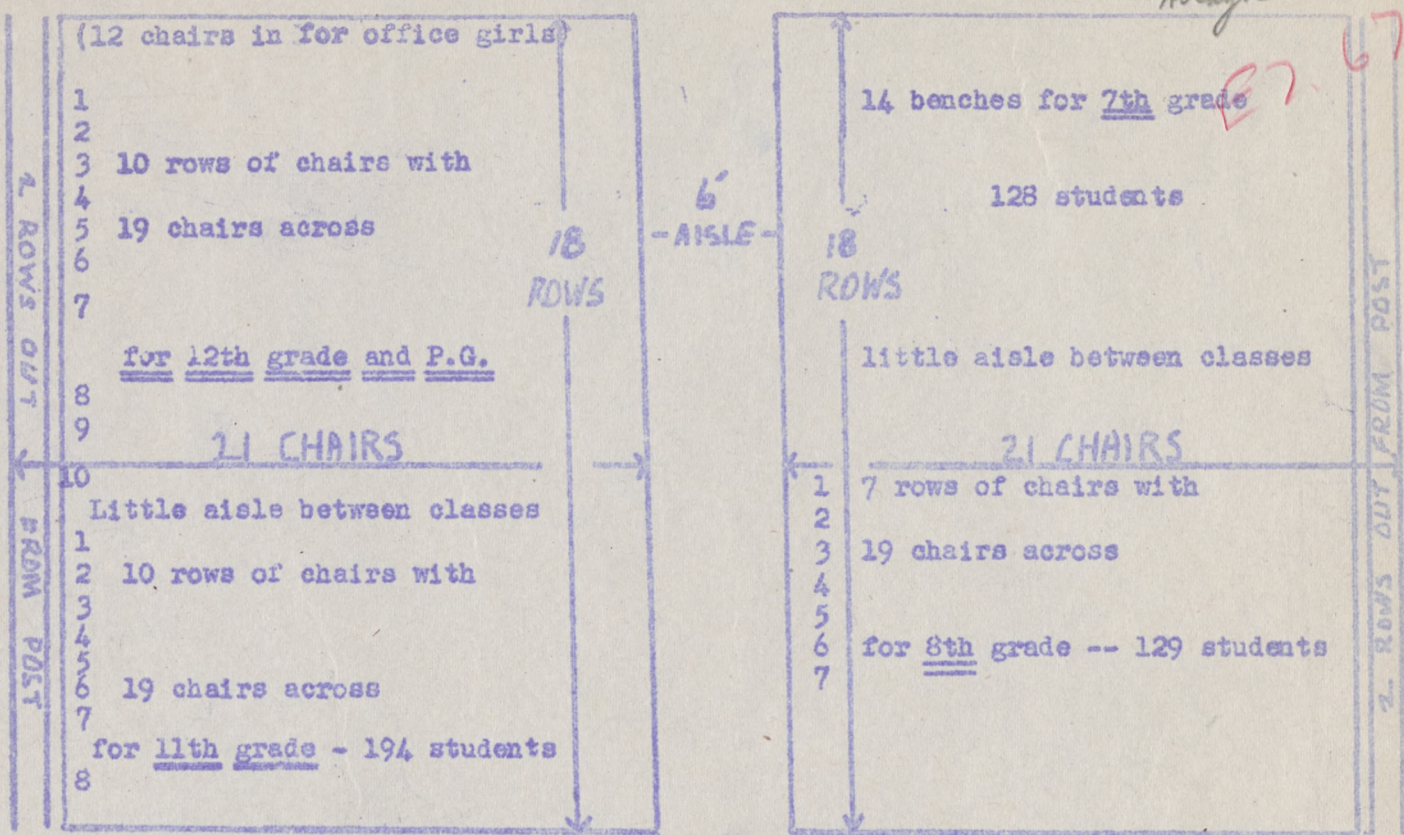
- C. The enrollment in the junior high school on January 3, 1944, was 297. Eight teachers are assigned to this group which makes an average teacher load of 37 pupils. Obviously no P-1 teachers can be transferred from the junior high school to the senior high school since the pupil-teacher ratio is already high.

100 copies
3/10/44
Hiraga

EXIT

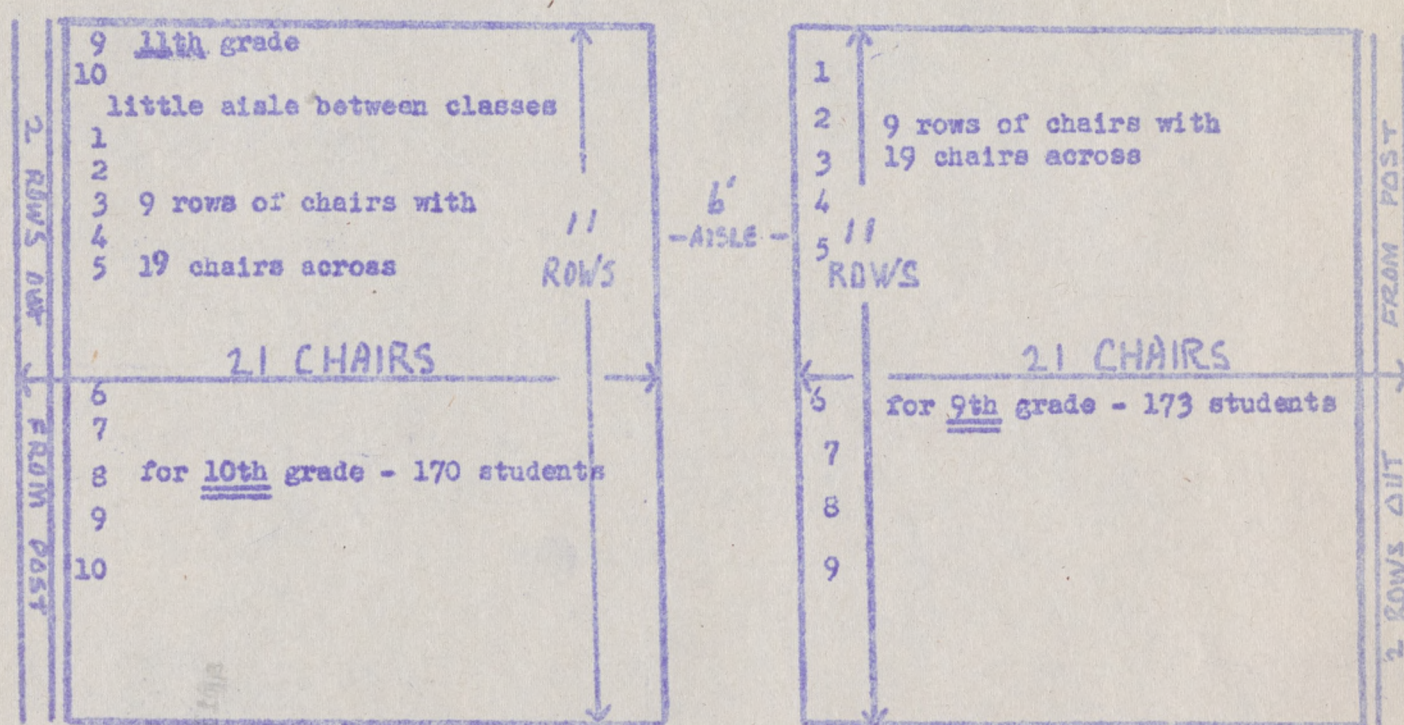
STAGE

EXIT



EXIT

5' AISLE



EXIT

EXTRA ROW BEHIND RED LINE

EXTRA ROW BEHIND RED LINE

OR AGAINST THE WALL

ENTRANCE

OR AGAINST THE WALL

File - Special Studies E2 673

HIGH SCHOOL GRADUATES CONTINUING IN SCHOOL

	BUTTE		CANAL		
	1943	1944	1943	1944	
BUSINESS COLLEGE	4	0	2	2	8
COLLEGE	10	19	2	10	41
COSMOTOLOGY	0	0	1	1	2
DEACONNESS HOSPITAL	0	0	2	0	2
ENGINEERING SCHOOL	0	0	2	0	2
NURSING	5	2	5	1	13
SCHOOL OF DESIGN	0	0	1	0	1
SCHOOL OF MINES	1	0	0	0	1
SCHOOL OF MUSIC	1	0	0	0	1
SCHOOL OF TAILORING	0	0	0	1	1
TEACHERS' COLLEGE	2	0	0	0	2
UNIVERSITY	15	10	2	4	31
	38	31	17	19	105

DISTRIBUTION OF THE ABOVE BY STATES

	BUTTE		CANAL		
	1943	1944	1943	1944	
COLORADO	0	0	0	2	2
DISTRICT OF COLUMBIA	0	0	0	1	1
ILLINOIS	7	7	9	5	28
IOWA	4	4	1	0	9
KANSAS	4	2	0	0	6
MICHIGAN	4	1	1	2	8
MINNESOTA	4	3	2	2	11
MISSOURI	1	1	1	0	3
NEBRASKA	3	0	0	0	3
NEW JERSEY	1	0	0	0	1
NEW YORK	4	2	0	1	7
OHIO	5	2	2	4	13
PENNSYLVANIA	0	1	0	0	1
TEXAS	1	0	0	1	2
WISCONSIN	0	3	1	0	4
MASSACHUSETTS	0	4	0	2	6
	38	31	17	19	105

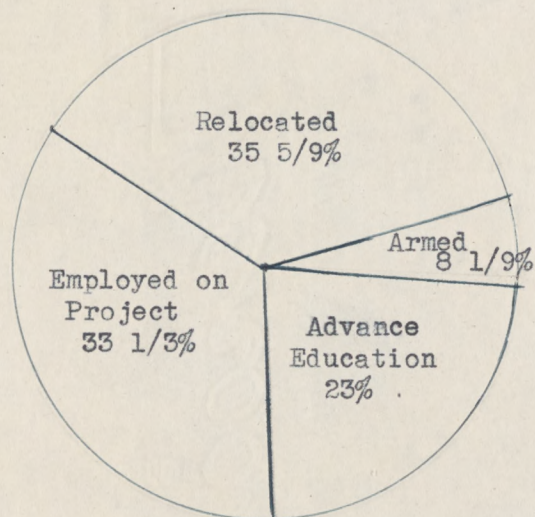
TYPES OF EMPLOYMENT AND NUMBER EMPLOYED ON PROJECT

	BUTTE		CANAL		
	1943	1944	1943	1944	
AGRICULTURE	0	4	0	1	5
BEAUTY SHOP	0	1	0	0	1
BLOCK MANAGER	0	0	2	0	2
CANTEEN	0	3	7	3	13
CLERICAL	13	22	14	11	60
COST ACCOUNTING	2	0	0	0	2
EDUCATION	4	5	2	2	13
HOSPITAL	3	4	1	3	11
MESSENGER	2	0	0	0	2
PRIVATE EMPLOYMENT	1	0	2	2	5
PROPERTY CONTROL	7	1	3	1	12
TELEPHONE OPERATOR	0	0	0	2	2
TELEGRAPH OFFICE	0	1	0	0	1
TIMEKEEPER	4	2	1	0	7
TRUCK DRIVER	1	2	2	2	7
RECREATION	8	0	1	0	9
	45	45	35	27	152

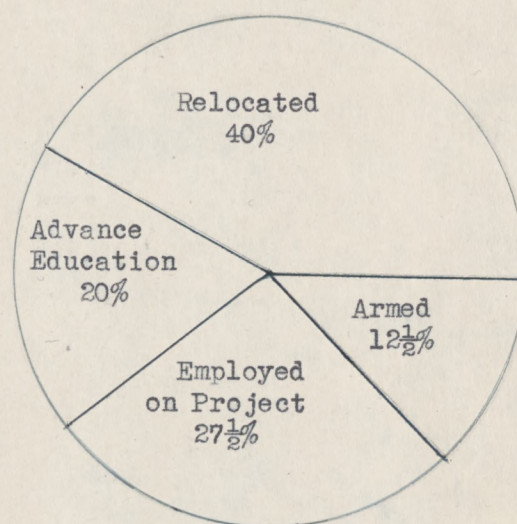
Present Status of High School Graduates

		Advance Education																	
		Armed Forces																	
		Employed on Project																	
		Hospitalized																	
		Housewife																	
		Relocated																	
		Unemployed																	
BUTTE		To Crystal City or Tule Lake																	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G				
CANAL	1943	10	28	30	0	7	38	2	0	0	1	24	53	4	2	42	Total 241		
	1944	14	17	11	0	10	35	0	0	0	0	29	19	0	0		135		
	1943	4	13	20	0	13	22	0	0	0	0	22	27	0	0	20	Deceased 1 142		
	1944	10	9	12	0	7	20	0	0	0	0	21	18	0	0		97		

Butte 1944



Canal 1944





E2-66B

INFANTILE PARALYSIS FUND
ELEMENTARY AND SECONDARY SCHOOLS

East Side Elementary School-----	\$15.00
Junior High School-----	<u>18.03</u>
Total sent directly to Washington-----	\$33.03
West Side Elementary School-----	\$15.50 ✓
Senior High School:	
Teachers-----	\$ 5.00 ✓
Pupils-----	<u>21.70</u> ✓
Total-----	\$42.20 ✓
Grand Total-----	\$75.23

Other Teachers turned in at Party ----- ?

Tablet Arm FOLDING CHAIRS BENCHES

17" 15" 13"

E 2.665

Room	Teacher	17"	15"	13"		
31-1 A	TRICE					
B	"					
C	FRASIER					
D	SILVER					8
E	ZIEGLER					
F	"				6	
31-2 A	LAUNTON	37	1		2	3
B	"				17	14
C	"	33			1	1
D	GRISWOLD				12	
E	ADULT ED					
F	"					
31-3 A	PYZICK	31	6			2
B	"					10
C	"					
D	"	17	9			4
E	NURSERY					
F	"					6
31-4 A	HAYS	2	29	5		2
B	"					17
C	"		23	7		
D	"				42	2
E	KINDERGARTEN					
F	"					8
31-5 A	KEITH					3
B	"					1
C	MORISSEY					
D	"					4
E	KARNES					6
F	"		2	19		4
31-6 A	MCLAUGHLIN					2
B	"					1
C	"					4
D	"					
E	MULLINS		1	19		11
F	"					5
		120	71	50	80	118

BLED SOE

Room	Teacher	TABLET ARM			FOLDING CHAIRS	BENCHES
		17"	15"	13"		
31-12	A BLED SOE	1			1	
	B "	1			4	
	C CLINIC				3	
	D "				3	
	E JANITORS					
	F MUSIC	36				1
31-11	A COX	38				2
	B STORE ROOM				439	
	C CRISWOLD	38				
	D BALLARD	38				
	E ADULT ROOM					
31-10	F ZIEGLER	34				1
	A BAXTER	41				1
	B ADULT ROOM	20				
	C TRAWICK	36				
	D GOHATA	20				3
	E YOKURA	14			5	3
31-9	F BRISTOW	35			2	4
	A COOK	38				
	B MORITA	16				
	C SUGIMOTO	36			1	2
	D H. EC	8			6	
	E "				2	
31-8	F "	5			8	1
	A SAYAMA	38				3
	B KING	35				2
	C "					
	D ASAWA	36				
	E P.E. OFFICE	4			2	6
31-7	F AVERY	38				3
	A SHOP					
	B "					
	C "					
	D P.E	2			50	
	E "					
31-6	F "	2			50	
LAUNDRY ROOM 31						
BROKEN CHAIRS		10				3
		620			576	35
ADM. BLDG No. 1					14	
					590	

BEASLEY

Room	TEACHER	TABLET ARM FOLDING CHAIRS BENCHES							
		17"	15"	13"					
35-12	A	BEASLEY			1		1		
	B	"	2		3				
	C	ALLBRIGHT			16				
	D	HOLLAND			1				
	E	VACANT	1		25				
	F	PARSLEY	40		10		2		
35-11	A	HOWELL							
	B	"							
	C	"			2				
	D	LEFLAR	38				2		
	E	SUGIMOTO	29		6				
	F	JACKSON	40						
35-10	A	SIMPSON	40		6				
	B	STOCK ROOM			5		17		
	C	BEASLEY	37						
	D	AMIS	36		1				
	E	BANKS	28				4		
	F	BREWSTER			40		1		
35-9	A	HUBLO	42		3				
	B	CAMPSTER	31		9				
	C	RAMSDALL	36		4				
	D	COOPER	36						
	E	COOK					1		
	F	"			18		2		
35-8	A	BROWN	40		4				
	B	UYEHARA	32		2				
	C	KAKEHASHI	35		1		2		
	D	ARATANI	33						
	E	KUROISHI	30						
	F	HORIUCHI			29				?
35-7	A	RAMSDALL	15		29				
	B	"	1						
	C	"							
	D	COLE							
	E	"			1				
	F	"			2				
MH 35 LAUNDRY ROOM		FOLDING CHAIRS			508		3		
	35	BENCHES					72		
			622		726		107		
WHSE. #1		BROKEN CHAIRS	12						
			634						

BOLIN

TABLET ARM FOLDING CHAIRS BENCHES

Room	TEACHER		17" 15" 13"				
35-1	A	JANITORS ✓			1		1
	B	ADULT EDUC.					
	C	"					
	D	"					
	E	BOLIN				5	
	F	"				18	
31-2	A	PRIVATE MUSIC					18
	C	HARRISON	37			2	
	D	"	33				1
	E	H.S. PHYS. ED.	32			8	
	F	"	38				
	B	JANITOR ✓					
31-3	A	TAP DANCING X					
	B	H.S. PRESS					
	C	HATCHETT	29	5			
	D	"	36				3
	E	CLINIC ?				1	2
	F	" ?				5	
31-4	A	ADULT EDUC. X					2
	B	PHOTO SHOP ?					1
	C	HOWE		36			3
	D	"		23	5		3
	E	KINDERGARTEN					7
	F	"					4
31-5	A	MAGRUDER					2
	B	PORTER					
	C	"					2
	D	HARRIS			35		2
	E	JAMISON				3	
	F	"				24	
31-6	A	PATTERSON					3
	B	"					
	C	McGOWAN					2
	D	HARRIS		15	19		3
	E	NURSERY				20	7
	F	"	205	79	60	86	66

TOTAL CHARGES:

ZIEGLER	120	71	50	80	118
BLED SOE	620			590	35
BEASLEY	634			726	107
BOLIN	205	79	60	86	66
	1579	150	110	1482	326

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

1-12-44

Allocation
of
Evacuee Employees in Center Schools

As a basis for determining the number of evacuee employees that may be assigned to the Education Section the following general allocation plan has been developed. This plan covers certified, classified and assistant teachers, secretaries, clerk-stenographers, nursery school, adult education, and vocational training workers. The plan is sufficiently flexible to permit transfer of employees within the section. The section will be expected to follow position description ~~schedules~~ or to justify and have approval of new ones to be established.

Allocation of Evacuee Employees in the Education Section

In order to provide the type of workers needed in certain supervisory or key positions a number of 19 Employees have been allocated.

- I. Employees at \$19 rate. Shall be employed on assigned duties 44 hours per week. Shall be capable of carrying the load and shall be assigned the duties that, otherwise, would be assigned to an appointed staff member.

Positions to be considered:

- A. Janitors - 1 head for each camp. Serve as supervisor, interpreter, etc.
- B. Secretary - 1 Office of Superintendent.
- C. Nursery School - 1 supervisor.
- D. Adult Education - 1 supervisory assistant each camp.
- E. Vocational Training Program - 1 supervisory assistant, 2 head or chief instructors.
- F. Elementary and High School Teachers.
 1. Certified teachers carrying full loads, not counted in evacuee quotas.
 2. Classified teachers - non-certified but having two years college education and training (including 12 semester hours approved education courses and/or completion of or present enrollment in prescribed training courses and practice training under local supervisor of student teachers) sufficient to qualify for, and is assigned load of regular teachers.

- 2 -

II. Total number of employees to be recommended. All full time employment shall be on basis of 44 hour week. The following suggestions are for totals and will vary with local conditions and programs.

- A. Janitors: general basis 1 for each 2 barrack buildings or the equivalent. Vary with climatic conditions, type of buildings, and firing needs.
- B. Secretarial, stenographic, clerical
 - 1. Office of the Superintendent - 4
 - 2. Office of High School - 3
 - 3. Office of Elementary School - 2
 - 4. Office of Adult Education Supervisor - 2
 - 5. Office of Vocational Education - 2
- C. Library - high school 4, elementary 2.
- D. Nursery school - 1 worker each 10 pupils in attendance (enrolled for either morning or afternoon classes).
- E. Adult education - instructors
Basic criteria shall be the type of course, hours of service, and work or pupil load for full time employment. Allocations to each center to be made on basis of approved program.
- F. Vocational education
 - 1. Supervisory assistants - 2
 - 2. Head and assistant instructors - 4
- G. Elementary and high school assistant and classified or substitute teachers - 1 for each 2 allocated teaching positions. This would permit assigning more help in laboratories, shops, and elsewhere as needed and would provide a training pool. Of these not more than 25 percent may be classified or substitute teachers, except that teachers filling vacancies in appointed positions will not be counted in computing this ratio.