

Notations made by Dallas C. McLaren, Principal, Poston Two School,
in September 1942 and subsequent dates, in planning the organization
of the school established in the Colorado War Relocation Center, Poston,
Arizona, Unit II. (About 20 miles south of Parker, Arizona in an unused
portion of the Mohave Indian Reservation.)

THE JOB: To organize a school

Assist with recruiting teachers

Select a suitable block for temporary quarters (Bolck 210)

Conduct registration

Requisition books and supplies

Organize class schedules

Conduct orientation meetings for teachers

Hold individual conferences

Recruit office assistants

Train " "

Psychological problems:

Frustrated persons:

Appointed staff members

Evacuee staff members

Students

Meeting with Miss Nell Findley, Chief of Community Services (includ-
ing Education.)

Tuesday, Sept. 8, 1942:

Recreation Halls, with portable partitions. Use of-

Textbook policy & selection. Lists of-

Home study

Work Program, 9th & 10th grades & up, ½ day

Nursery school through high school-

Equipment & supplies-

Curriculum pattern-

Use of local teachers- in pre-school period.

Teacher orientation week, - last two weeks in Sept.

Prepare suggestions for-

Use of teacher-assistants-

Educational exhibit for County Fair, last week in Sept.

Reception of new teachers- Mr. Potts in charge.

Work Program. Contact camp administrator.

Organization of Elementary schools: housing; classification-

Testing program:

Mental, achievement, & attitudes

Meeting of Adminin.-Superv. Council, continued, Thursday, Oct. 8, 1942.

Teaching Aids -

"A List of Free and Inexpensive Materials", W.P.A Technical Service
Community Service Circular No. 8
Education Circular No. 3, Sept. 24, 1940.
Federal Works Agency, Works Progress Administration,
Division of Professional & Service Projects,
Education & Training Section, Washington, D.C.
Vertical File Service Catalog, H.W. Wilson Co.
950 University Ave., New York City, N.Y.

Administrative Council Meeting, Oct. 15, 1942

Purchasing procedure -
Budget items for 1943-44 -

Principals' Meeting with Dr. Cary:

Red Cross meeting, Wed. Oct. 28, 3:00 p.m.
Send elem. & secondary teacher and pupil representatives.

Administation Meeting, Thursday, Oct. 29, 7:00 p.m.

Notice re: Innoculations for teachers

Supplies & equipment purchase procedure -

Transfer of Property -

Requisition for property -

Ttruck from Whse 33 each Friday -

School Work Program -

Principals' Meeting, Wed. Nov. 4, 1942:

- 1) Length of School Year -
Vacations -
School Day & School Week -
(Devise weekly form from 8:30 a.m. to 9:30 p.m.)
- 2) Estimates of Janitor supplies -
Estimates of Office supplies -
- 3) Warehouse supplies - Invoices to be distributed.
- 4) Organization Problems . Prepare statement on relation
of supervisors and dept. heads to administration.
- 5) Units of Credit & Graduation Requirements -
- 6) Allocation of Books - . Dept. Heads to assist Librarian,
- 7) Supplies - . List now being prepared.
- 8) Reports of Progress by classes -
By months or by units of study.
Summary reports by pupils and by teachers.

Following below is a re-typed statement of a "Principal's Office Bulletin" that may have been issued in final form in the 1943-44 or 1944-45 school year:

FACULTY RESPONSIBILITIES for OUR SCHOOL GOVERNMENT

It seems apparent that there is some lack of understanding in regard to the responsibilities of students and teachers in the matter of school government. There seems to be a tendency to forget that there is a Student Body Constitution at the present time which provides for the fundamental machinery of operation. There are certain obvious weak points in the present constitutional organization which should be amended by established amending procedures. To disregard the regulations and procedures in effect on the "statute books", and to take independent action leads toward anarchy. Such Such presumption of authority results either in a "de facto" government or dictatorships of various minority groups within the organization. It seems obvious that such developments are bad training for American citizenship.

There is only one real reason for encouraging student participation in school government or school administration: the education of young people in responsible, cooperative behaviour within the framework of our American constitutional democracy. Civic attitudes develop within the school. I am therefore distributing copies of the existing Constitution of the student body government as adopted by students in May, 1943, together with my recommendations for needed amendments, and also with certain charts of my own creation, based upon a realistic view of our position within the total framework and upon the proposed amendments. I suggest that all teachers and students, especially the Core Studies teachers, set aside a definite period each week for the study of school government and the solution of problems within the school. The school calender for this week stipulated periods 2, 4 and 7 on Wednesday, March 8, for just these matters.. I should like to have reactions to the idea os similar weekly meetings in the future.

There are several miscellaneous reminders that I should like to point out in connection with school government and school administration:

- 1) Participation by all in the thinking and planning process is essential.
- 2) Plans must be kept tentative in the beginning stages, and there should be frequent consultation with all concerned. It is especially important to keep one's supervisor or advisor informed with frequent progress reports. For example, the chairman should keep his advisor fully informed at all times. The advisor will see that the school principal is kept informed of significant developments at all times. The principal will keep his Superintendent of Education informed. If there is a large amount of consultation over tentative plans, there should be a better chance of securing approval of the final plan.

In this connection, students and teachers can all make use of a common technique of communication, namely the memorandum.

3) Everyone should bear in mind that while practice frequently runs counter to the contrary, approval of a plan does not necessarily imply authority to act unless it is clearly indicated and understood. In other words, general approval of an idea does not constitute blanket authority to act. Detailed plans and recommendations are necessary first.

4) In general, everyone should recognize that such things as approval, permission, authority to act, as well as instructing, all come "down the line" from official to official in the hierarchy of offices in the structure as shown on the chart. (Exhibit A, attached.) It is also important to remember that information, reports, recommendations and plans go "up the line" from level to level in the hierarchy.

5) It must also be remembered that when an authority to act is delegated from an official to an assistant or a subordinate officer, the latter accepts full responsibility for the execution of the plan or duties authorized. The one who delegates then retains only the responsibility for seeing that the person delegated actually performs his duties. It would seem clear then, that anyone who presumes authority to act must also accept complete responsibility for his action. For example, a student officer who spends school funds without prior authorization should expect to be held responsible for such expenditure. Regular purchasing procedures are devised in order to keep everyone accountable and responsible.