

Poston, Arizona
May 4, 1944

WAR RELOCATION AUTHORITY

COMMUNITY MANAGEMENT DIVISION

EDUCATION SECTION

Report of
Visits and Conferences With
Recommendations

May 1-4, 1944

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POSTON SCHOOLS
May 4, 1944

During the week conferences were held with various school officials and teachers, finance, procurement, property, construction, community activities, and other project officials whose work has some direct relationship with or bearing on the school program. The following report provides some information on conditions found, summaries from and decisions reached in certain conferences, together with recommendations where such seem desirable.

Personnel Problems.

Elementary school; present enrollment, 1641, anticipated enrollment September first, 1625. This enrollment should qualify for 41 elementary teachers. There are now on the project 31 teachers but some are leaving. Anticipated shortage of 16 may be greater as other teachers, now undecided, will leave.

Secondary schools; present enrollment, 2111, anticipated September first, 1980. This should qualify for 57 teachers. Now on project 56 but some are leaving. Anticipated shortage of 11 probably will increase as other teachers accept other positions.

The lack of an adequate number of qualified appointed teachers more serious next year as the qualified resident teachers leave, and as the number of resident trainables for such positions decrease. It seems desirable to:

1. Strive to fill all allocated teaching positions. It may be necessary to urge the CSC to step up the recruiting program and to extend it to secure teachers from other parts of the country.
2. Obtain permission to select now, for assured vacancies, teachers who will report at a fixed future date.
3. Request an up to date report on Jerome transferees available for Poston.

Vacancies now exist in Adult Education and Vocational Training, supervisory positions and in at least one assistant principalship.

School Morale.

There is at present some unrest among teachers and some apprehension concerning security of tenure and the possible future in governmental service. This is more noticeable among teachers who have lost tenure and retirement rights elsewhere. It does not yet seem serious and probably could be checked now by some frank discussions of the program and plans of WRA, the CSC rating system, and regulations on tenure and retention, and a clarification of WRA and project summer leave policies.

School Buildings

Camp I Elementary (Enrollment 832, anticipated September first, 875.)

The buildings have been completed and include 32 classroom units, 4 shops, 1 library, 1 auditorium and an administration building. Total capacity about 1100 pupils.

High School (Enrollment 1147, anticipated September first, 1050.)

The library and one classroom section have been completed. Two commercial buildings are about ready for roofing but some partition changes are contemplated. The side wings of the auditorium are almost complete and the walls of the auditorium are 13 to 15' high. Foundations are in for the administration unit, the shop section, and one classroom section on the south side. Footings have been poured for 3 more classroom sections on the west side.

There was not a complete understanding of the number of classroom units to be completed as per the agreement reached in the 3-13-44 Washington conference. A copy of the plan was not available and this check will be made from the marked plan in Washington. It is anticipated that the buildings under construction may be completed by September 1.

Camp II

Elementary (Enrollment 374, anticipated September first, 370.)

Buildings including 12 classrooms complete. Capacity about 410.

High School. (Enrollment 459, anticipated September first 450.)

All classroom sections are complete and include 23 classroom and shop units. Footings are being poured for the administration and library units. Trenches have been dug for the footing of the auditorium. Capacity of classroom units about 700 pupils.

Note elementary and secondary units are on the same campus.

Camp III

Elementary (Enrollment 356, anticipated September first 350.)

This school is housed in remodeled barracks and no elementary construction is now contemplated. Classroom capacity 360 or ample.

High School (Enrollment 505, anticipated September first, 475.)

Classroom and shop sections including 25 room units, administration, and library units complete. Auditorium roof trusses being placed. Capacity classroom and shop units about 700 pupils.

(Note - capacities quoted above are maximum, not optimum.)

Records and Reports.

Record forms 282 and 283 are being prepared in the schools and will be available as needed. Monthly reports form no. 238 is being presented each month as requested. The 292 report will be prepared at the end of the year. In a conference with the superintendent and principals plans for preparing form 280 for all high school graduates to date and other high school students lost through relocation or by drops, and form 281 for relocated elementary schools, and for transmitting such forms to Washington were outlined. During the summer, some teachers may be used to help complete this data.

Financial Control.

First quarter 1945 budget requests are now being prepared. Most of the text books needed for the year will be included in the first quarter request. However, the text book need should not be great.

Form 217, Monthly Cost Analyses, have not been provided for the schools or for Washington. This was discussed with Mr. Culbertson and he has the first reports ready for delivery. He hopes to have each succeeding report ready as due. One copy of this should be available for the schools and two for Washington. Cumulative text book and library depreciation estimates should be made available as soon as possible. Some difficulty arises from a lack of data on unencumbered budget balances for the various school units and sub-units. This was discussed with Dr. Harris and Mr. Culbertson. This can be corrected by assigning an assistant accountant to the schools and by having him maintain for and in cooperation with the finance office the necessary data.

Property Control.

School property control procedures have not been completed as recommended November 6, 1943. This was discussed with Supt. Harris and Mr. Barrett in charge of property control and an agreement was reached to set up in the school section a property control plan patterned after and under the direction of the property control officer. Master sheets or cards of school unit assignments would be an obligation on the school and each school unit would report back through the office of the superintendent and each teacher through the principal. It is hoped to have this in effect by July 1. When this is done losses should be reported promptly and proper steps taken to check on same.

Summer School Program.

Final decision on the summer program has not been completed. One proposed plan is to include an activity program. Some material for this has been developed. A second proposed plan is based on the extension of the school year to eleven months holding only morning sessions to avoid the heat of the afternoons. In either case, some planned activities will be desirable for the period

when pupils are not attending classes. As soon as a complete plan is adopted, an outline of the proposed program should be provided for the Washington office.

Elementary and High School

Programs, Organization, and Supervision

The elementary and high school programs are well organized and the course offerings are sound and reasonable. Primary attention is given to courses that carry present and future values for the students of the center.

The principals are giving much attention to the organization of their schools and supervision of the teaching. However, in new schools with ever changing teaching personnel, an unusual amount of supervision is essential. It is suggested that; the principals study carefully their programs and their office organizations and that they make use of the home room organization and for other devices to place much of the pupil contact work back with the teachers in order that much of their time may be devoted to supervision and overall planning for and with teachers. Specific attention should be given to the problem of qualifying for state accreditation.

State School Accreditation

Full state accreditation is vital and this is one of the most important problems facing the schools at this time. Within a few weeks transcripts for 800 to 850 - 1943, 1944 graduates will be prepared. If at all possible these should show that these pupils have standard state approved credits.

It is understood that the application for approval for Poston III (now termed Parker Valley High School at Poston) is to be passed on May 7 by the state board and that is probably will be approved. We suggest that copies of the approval letter be sent to Washington as soon as possible. It also seems desirable that the Poston I and Poston II schools should be discussed with the state supervisor and the factors delaying approval be analyzed point by point. If teacher qualifications or the assignments of teachers outside their major fields-blocks, changes should be made through the selection of new high school teachers specific attention should be given to their qualifications in desired fields. If the lack of equipment blocks, some may be prepared on the job as was done in Poston III or purchases may be made on requisitions supported by specific data on its relationship to accreditation. If building conditions block, tentative approval may be requested until new facilities are completed. However, Gila River and other high schools housed in barracks have been approved.

Nursery School Program.

The nursery school program enrolls 377 pupils in 14 centers. In general the nursery schools are limited to 3 and 4 year old pupils. In most centers the nursery pupils meet in the morning and

the kindergarten pupils meet in the same centers in the afternoons. This seems to work out quite well but it may be necessary to watch the counting of full time kindergarten attendance in computing elementary teacher allocations.

Adult Education

This seems to be the third phase of the Poston educational program meriting special attention at this time. The program has recently been transferred from another section to the Education section. Out of a total enrollment of about 3700: 328 are enrolled in English classes, 220 in translations, 1195 in sewing, 222 in tailoring, 185 in knitting, 620 in flower making or arrangement, 240 for individual music instruction, 425 in ikebana, and others in miscellaneous classes.

The basic and WRA aims for adult education should be preparation for the successful relocation, providing opportunity for personal improvement and the giving of some attention to avocational and leisure time activities. In all of these, training in the use of English should be stressed.

It is intended that a Washington advisory committee on adult education be formed. It may be desirable to develop a project committee along the same lines to encourage participation in adult education classes to aid in correlating the adult education program with the purposes and principles of WRA, and assist in providing teachers and teaching aids that the adult program may contribute most to successful relocation.

The program as now organized probably does not make the contribution desired. However, it may prove easier to reorganize the program by transferring some activities such as individual music instruction, and others which are not normally a part of the adult education program to some other section or by eliminating such courses. It might then be possible to use other courses such as sewing as a basis for introducing English and some of the other desired courses.

At the present time, the assistant high school principal is handling the adult program. It is desirable to determine soon whether he is to continue in this work that he may plan accordingly.

In a meeting of the adult supervisor, the chief of community management, community analyst, relocation, community activities, and education representatives, it was generally agreed that stress should be placed on English and Americanization both by direct and indirect approaches and that a project supporting committee may be desirable to insure project wide interest and participation.

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