

To principals:

The following material was received in July and may suggest Procedures which you will want to follow as general policy or in special cases.

How Project Teachers Use Saturdays and Holidays

Last December an order came out from Washington making the forty-eight hour week imperative for all workers in government service. This order affected the working hours of teachers in war relocation centers as well as all other government workers. Since teachers in schools throughout the nation have traditionally worked only a five day week, this order materially changed the traditional work week of teachers from a five day to a six day basis. Schools on projects have continued on a five day operational basis. The question naturally arises, "What do teachers do on Saturday to comply with the government order concerning the six day or forty-eight hour week?"

This, of course, varies on different projects. Some projects require teachers to report for work all day Saturday. They hold curriculum meetings, workshops, general teacher's meetings, conduct extra-curricular activities, and do guidance and counseling. Other projects have teachers report only a half day Saturday during which time they carry on activities similar to the above. Where this is done the other four hours are made up by teaching in night classes or carrying on other educational activities at night throughout the week.

The decision was made at the Denver Conference that only night teaching, conducted in one of the school rooms on the project, or hours spent in an official work room, such as library or a curriculum laboratory, could be considered actual work hours for which credit could be given for Saturdays afternoon. It was agreed at this conference that the hours of all projects should be arranged whereby part or all of Saturday afternoon be free for all teachers on the project. Just so long as forty-eight hours are put in during the week, it is administratively permissible, according to Mr. McMenamin.

With regard to holidays and summer vacation the same principles apply to teachers as apply to all other workers. Summer schools and summer activities are being planned in the schools of all projects. It is anticipated that the teachers will be in continuous service throughout the year except for the period of regular annual leave. Teachers are not to be considered as exceptions to the general rule governing the working hours of all federal employees.

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 receiving these 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 problem of determining the types of conduct deemed necessary and contributory to the realization of the democratic ideals 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.

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 most always knows 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 procedures.
- 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 functions. 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.