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REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: American Institutions

INSTRUCTOR: Charles K. Ferguson

A survey of the background and development of American government and institutions. An analysis of the theory as compared to the fact of American politics. A description of the component political units of American life. A comparison of local, state, and federal forms. A thorough consideration of the natures and functions of the legislative, judicial, and executive branches of government. A study of pressure and its application to the American scene. An insight into the relationship between economic and political life.

An attempt to point out the cultural significance of America. Granting American institutions are far from perfection what elements of encouragement are characteristic of this country?

An extrapolation of a democratic system to the world. An attempt to think in terms of international loyalties and a badly needed world governmental structure.

A study of the American Constitution.

We approached the whole course from a very functional base. Those who stayed in the class seemed stimulated, and seemed to profit. We proceeded with a semi-Socratic method.

My suggestions would be (1) That the functional approach be maintained (2) That students who enter courses be required to pay a fee or sign a statement pledging regular attendance, or make some personal investment so that they will not be moved capriciously to drop courses.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: American Institutions

INSTRUCTOR: William J. Bruce

WHEN THE COURSE STARTED AND ENDED:

April 22 to August 5, 1943.

THE CLASS SCHEDULE:

Each Thursday evening. 7:00 p.m. to 9:00 p.m. 7-13-1

THE SIZE OF THE CLASS:

10 students.

THE NATURE OF THE COURSE AND
MAJOR TOPICS WHICH HAVE BEEN DISCUSSED:

The University of California Extension syllabus for American Institutions X7A, B Parts I & II gives an outline of the course. The purpose of the course is to give a general survey of the origins, development, and nature of the American constitutional system, of the institutions, political, economic and social, established by it and of the ideals underlying it.

TEACHING TECHNIQUE:

Approximately half lectures and half class discussion of assigned materials and allied subjects.

TEXTBOOKS OR REFERENCE BOOKS:

Text: William Anderson: American Government (1942)
References: R. G. Cushman: Leading Constitutional Decisions (6th Edition)
U. S. Government Manual - Current Edition

OUTLINE OR A SYLLABUS:

University of California syllabus for American Institution X7A, B parts I & II.

POINTS WHICH ARE PECULIAR TO THE CONDITIONS AT MANZANAR:

Particular stress upon Federal and State relationships; rights and duties of U. S. citizenship, Civil Liberties; Legislative procedures; and local government.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Educational Psychology

INSTRUCTOR: Velma E. Woods

Began November 4, 1942. Last meeting April 28, 1943.
Last meeting before "incident", December 2. First after,
January 13. Examination given May 5.

This was an extension class following the outlines
prepared by Dr. H. D. Carter of the University of California.
It is known as Education XB 110.

Required texts:

Eurich and Carroll: Educational Psychology
Pressey: Psychology and the New Education

Methods: Lectures, readings, and discussions.

Students: Student teachers working for credentials.

COURSE: Critic Class in Secondary Education

INSTRUCTOR: Louise Fairman

This course is for secondary practice teachers only. Much time is used discussing actual problems which the students are meeting in their classrooms, attempting to find the correct solutions indicated by their recent study in methods, as nearly as the group are able to advise.

However, there is an additional curriculum with its attendant reading lists. This concerns teacher behavior in the classroom. We consider his personal activity, classroom procedure, and instruction techniques.

I. Personal Activity

- A. The function of voice in keynoting classroom feeling.
- B. The need for increasing mastery of oral English.
- C. The distraction of uncontrolled teacher movement.
- D. The housekeeping of a classroom.

II. Classroom Procedures

- A. The daily program.
- B. Types of lessons - planning of lessons.
- C. The relation of interest to cooperation - motivation.
- D. Classroom control.

III. Instruction Techniques

- A. The assignment.
- B. Use and misuse of lecturing.
- C. Socialization - the library problem.
- D. Functional education.
- E. Consideration for character growth.
- F. A superior testing program.

Each week's reading list may include specific references to several books but C. C. Crawford's, How to Teach, 1938, is our most used text for the course. Dr. Crawford is a Professor of Education at U.S.C.; his book is excellent.

REPORT OF CLASS ACTIVITIES

May 14, 1943

COURSE: Industrial Arts

INSTRUCTOR: Louise Fairman

The Industrial Arts work will concern three specialized skills', clay modeling, construction with woods, and the cloth making sequence. The amount of work in each section will be decided in my conference with Miss White when she comes, later on. Now I will include all the activities probable of inclusion.

Working with clay we may make animal figures, thumb and finger bowls, coil bowls, Mexican bowls over a form, Chinese one form bowls, adobe bricks, and perhaps plaques. We will probably use colored slip for coloring and may use glaze and have our best products baked if it is possible to arrange such a plan.

In wood working each individual will work on things useful in the unit she teaches, or is preparing to teach. Primary teachers will make at least one vehicle and one shelter. Intermediate teachers are required to complete at least three articles, one loom, one pioneer dish or spoon, and one vehicle, more model-like than the primary products. The articles made must show adult standards of excellence while made according to the style of construction possible to children of the age level concerned.

The cloth making sequence will include washing wool, carding, spinning, dyeing, and weaving. The weaving does not have to be done with one's own spun threads although that is possible.

The objective of this class is to give the teacher facility with the materials and processes her pupils are going to use in their social studies activities.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Consumer Economics

INSTRUCTOR: William J. Bruce

WHEN THE COURSE STARTED AND ENDED:

February 2 to April 27, 1943.

THE CLASS SCHEDULE:

3:30 - 5:00 p.m. at 7-11-3 and later
7:00 - 9:00 p.m. at 7- 3-1.

THE SIZE OF THE CLASS:

15 dwindled to 5.

THE NATURE OF THE COURSE, and
MAJOR TOPICS WHICH HAVE BEEN DISCUSSED:

Brief summary of contemporary economic institutions; place of the consumer in economic life. Principles of consumer cooperative movement. Organization and techniques of consumer cooperatives. Significance of Cooperative movement in modern economic movements.

TEACHING TECHNIQUE:

Reading assignments, some lectures, but, largely class discussion on assigned material.

TEXTBOOKS OR REFERENCE BOOKS:

Horace Taylor: Modern Economic Life Volume 1 and 2.
V. S. Alanne: Fundamentals of Consumer Cooperation.
Ellis Cowling: Cooperatives in America.

OUTLINE OR A SYLLABUS:

No syllabus.

POINTS WHICH ARE PECULIAR TO THE CONDITIONS AT MANZANAR:

Stress placed on Consumer Cooperation as a method and a technique particularly adaptable to evacuees who face relocation in new areas.

REPORT OF CLASS ACTIVITIES
May 3, 1943

COURSE: Introductory Accounting

INSTRUCTOR: Akira Hara

In recent years, fundamental knowledge of accounting principles and procedures has become one of the prerequisites to the successful administration of business enterprises. This is partly due to the increasing amount of governmental control of private enterprises and the complex nature of present day business organizations. The accounting course taught at Manzanar has been designed with the above facts in mind.

The general pattern of the course closely resembles that of other universities and vocational colleges.

The class meets twice a week for $1\frac{1}{2}$ hours each. About one hour of the period is devoted to lecture and the remainder of the period for discussion of various problems confronted by the students in the course of their study.

The text used by the students is Finney's "Principle of Accounting" (introductory), which has found wide acceptance among the accounting instructors of other colleges. The entire cycle of bookkeeping procedure (journalizing, posting, and preparation of working papers and financial statements) is exhaustively treated in this introductory text. In addition, most of the students have secured advanced text for reference purposes.

In addition to the regular reading assignments, the students are assigned the problems at the end of each chapter which requires approximately 3-4 hours of preparation.

Periodically, quizzes are given to reveal and determine the "weak spots" of each students in order that the instructor may devote more time to those apparently difficult phases of the study.

(Signed) Akira Hara

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Beginner's Shorthand

INSTRUCTOR: Miss Margie Shimizu

The beginner's shorthand class was started during the end of February with an enrollment of only 7 at first. Later, it was increased to 20 students (16 girls and 4 boys). The class was held at 7-13-4 every Tuesday, Wednesday, and Friday from 8:00 to 9:15 p.m. The semester ended on May 13.

The textbooks used were Gregg Shorthand Manual - Anniversary Edition, and for reading practice, Fundamental Drills in Gregg Shorthand by Gertrude Beers and Leths P. Scott.

Every unit was explained in class with reading and writing practice, special blackboard writing, dictation, and transcription. A test was given after three units were completed and a mid-term and final of everything which had been covered.

As was stated for the advanced shorthand class, a Gregg Writer test would be of great help to the beginners too.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Beginner's Gregg Shorthand

INSTRUCTOR: Miss Shizuco Setoguchi

During each session in class, I give them training on dictation, transcription and reading.....I have set aside one particular night to give more training in one thing than the other. For instance Tuesdays.....I time them and devote the evening to dictation practice alone, although I also let them read a little to break the monotony.....on Fridays, I do the opposite and so on.

Tuesday.....Last half-hour spent on part of
a new unit.
Wednesday.....Finish up the whole unit with
board-practice
Friday.....Reading practice on the new unit
Tuesday.....First hour dictation and trans-
cription, also timing on
dictation.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Advanced Shorthand

INSTRUCTOR: Miss Margie Shimizu

The advanced shorthand class was started during the middle of January and ended on May 12, 1943. We have been meeting every Tuesday, Wednesday and Friday at 7-13-3 from 6:30 to 8 p.m. With an enrollment of twenty students, all girls, the average attendance was from thirteen to fourteen a night.

All those enrolled have had from one to two years of shorthand before and started with reviews on all the brief forms, phrases, words and reading practice. After a little brushing up, a test was given to see where each one stood. The first half hour or so was devoted to new words, review words and reading, while the later part was spent for dictation and transcription on the typewriter. Every dictation and transcription has been graded and recorded in the books for final grade.

The textbook used for reading practice was Fundamental Drills in Gregg Shorthand by Gertrude Beers and Letha P. Scott, and for dictation was Gregg Speed Building-College Course by John Gregg. The speed in taking dictation included from eighty to one hundred twenty words a minute.

In regular schools, tests from the Gregg Writer were given with awards for those with special speed or penmanship when sent to the Gregg Writer by the instructor. If it could be recognized by the company to have certificates and pins sent here it would help the students to try harder.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Adult Education Typing Class

INSTRUCTOR: Mrs. K. Takahashi

The Beginning Typing classes was started February 3, 1943, and ended May 14, 1943. The two classes were held Monday through Friday from 8:15-9:15 p. m., 9:15-10:15 p. m., respectively.

The two classes began with a total enrollment of 29 students in each class. The attendance was good until about the middle of March. Then the movies, conflicts with other classes, and dust storms brought about a steady decline in attendance. The furlough, relocation, and the Army registration brought about a further drop in attendance, and by May a total of only 17 students were enrolled in the two classes.

The Advanced Typing class started on February 3, 1943, and ended on May 14, 1943. The classes were held every Monday and Thursday from 6:30-8:00 p. m.

The class was started with an enrollment of 9 students. By the latter part of April the enrollment increased to 21. There has been a steady increase in enrollment.

The textbook "20th Century Typewriting," by Lessenberry, was used. Skill-development and practical typing, including business letter forms, telegrams, manuscripts, reports, literary matter, tabulation, and legal and business documents were covered during the semester. Only a third of the class was able to complete the above assignments, because of a wide difference in the students' ability. Some have taken typing for only a semester, others for one year, and still others had typing for two years. Another and more serious difficulty was that there was a continuous stream of new students enrolling in the class.

Motivation, representation, application, drills, and testing were stressed in class. The aim of affording the students an opportunity to have reasonably correct initial experiences in the performances of all essential techniques, followed by systematic review and improvement work leading to more skillful operation.

It should be stressed upon the students that the Adult Education evening classes are organized to meet the needs of those who seriously are seeking ~~the~~ knowledge and skills. A reasonably regular attendance in class should be demanded of the students. It has been my experience in teaching ~~a~~ class in typing that irregularity of attendance hinders

May 14, 1943

not only the progress of the student whose attendance is irregular, but also of the progress of the class as a whole. Perhaps one of the most important factors contributing to irregular attendance are the motion pictures. When a student has the choice of going either to a movie or to a class, one cannot --at least in Manzanar--expect him to choose the latter. The movies are shown ~~not~~-only in any particular block about once a month, and since students come from all blocks ~~there~~ are almost always absences from class on account of a movie going on in some block. It is suggested that, if at all possible, some arrangement be made, whereby students enrolled in the Adult Education evening classes could obtain a special ticket to see a movie on a night which does not conflict with his class-work.

Sayo Takahashi
(Mrs. K. Takahashi)

COURSE: Business English

INSTRUCTOR: Miss Kazuko Suzuki

Because the Caucasian officials in Manzanar felt that a course in Business English would help improve the quality of their evacuee office helpers, the Adult Education Department complied with their request and started a class in that subject. The class, which officially opened on November 11, 1942, was to meet twice a week on Wednesday and Friday evenings from 7 to 8 o'clock. With more than sixty students enrolled, the class was soon divided into two sections, 7 to 8 p.m. and 8 to 9 p.m.

The unfortunate incident in December closed the school temporarily. When it reopened, Manzanar Junior College had been formed, and Business English classes became a part of its program.

From January 20 to May 7, 1943, the classes met on Wednesday and Friday from 7 to 8 and 8 to 9 in the evening. The enrollment was about thirty students in each section. Then students began to drop out one by one, until the average attendance of both sections combined totaled less than twenty students. Reasons for this decrease may be attributed to the following:

1. Stress on relocation
2. Uncertainty caused by registration of all evacuees
3. Numerous extra-curricula activities
4. Too many auditors

About one month was spent in reviewing the fundamentals of English grammar, sentence structure, and punctuation. Then the classes began to write letters of application as their first assignment. Their work showed immediately that the greatest need of the students was not learning how to write business letters, but how to write correct English. Therefore, the course was modified to fit the needs of the students, stressing grammatical improvements wherever possible. This, however, did not appeal to many students who wished a form letter for every occasion rather than a general knowledge to meet every situation. Consequently, most of the auditors and many students who came for grade dropped out after a few sessions.

Because no single adequate textbook could be found the course was conducted on a lecture basis. Books used in preparing the lessons were:

1. Davis, Roy (et al.) . Modern Business English
(Rev. ed.). New York: Ginn and Company, 1940.

2. Gregg, John Robert Gregg Speed Building.
New York: The Gregg Publishing Company, 1941.
3. Reigner, Charles G. English for Business Use.
Baltimore, Md.: The H. M. Rowe Company, 1936.
4. Taft, Kendall B. (et al.). The Technique of
Composition (Rev. ed.). New York: Farrar
and Rinehart, Inc., 1936.

Major topics covered were:

1. Grammar and sentence structure
2. Punctuation
3. Letters
 - a. Applications
 - b. Introduction and recommendation
 - c. Inquiries
 - d. Complaints
 - e. Adjustments
 - f. Buying
 - g. Collections
4. Pronunciation

The final two weeks of the course were devoted to pronunciation of words commonly used. These class meetings showed that many students are not sure of their pronunciation and tend to imitate the speech used by Caucasians within this center. The result, as revealed in the classes, was not very gratifying since the change was not always toward the more desired form of pronunciation.

Since the policy of the W.R.A. is to relocate as many evacuees as possible, a good knowledge of everyday English rather than of business English will be necessary for the young evacuees. Therefore, in place of Business English, a course in English composition and conversation will be offered next semester.

REPORT OF CLASS ACTIVITIES
May 15, 1943

COURSE: Subject A English

INSTRUCTOR: Miss Chico Sakaguchi

Subject A class started on February 20th with eighteen enrollees. Since that time there were two more enrollees and about six who have been dropped because of poor attendance. Two have made arrangements with Miss Suzuki to take final examination for credit because they were unable to attend the class and are already taking Business English class. Subject A class meets on Saturday afternoons, from 1:00 p.m. until 2:30 p.m., in 7-6-3.

In teaching the Subject A course I have limited the study of grammar to the study of the functions of words and groups of words, thus giving in the short period, sufficient background for and knowledge of punctuation, sentence structure, and correct usage. Each class period is also spent in vocabulary-building and spelling. The textbook which is used for the course and which takes the functional approach to the study of grammar and language is **CORRECTNESS and PRECISION in WRITING**, by Grant, Bracher, and Duff. The course is confined largely to working on exercises in workbook, writing compositions, and discussions on word-study.

I have noticed that among the older students--the issei and kibe who have bi-lingual backgrounds--much emphasis has to be placed on grammatical forms, idiomatic phrases, and spelling. A too theoretical knowledge of the correct usages and grammar is not as important as a correlation of various language activities which would hold the interest of the class and be worthwhile to the serious adults as well as those of regular junior college level.

A study of the difficulties of the Japanese students in using the English language on all levels--grammar school, high school, junior college, and adult English classes might serve as a ways and means of analyzing more incisively the language handicaps of the students and building their specific needs.

COURSE: English 1A

INSTRUCTOR: Miss Kazuko Suzuki

When Manzanar Junior College was started in January of this year, a freshman English course was included in its curriculum. Some thirty students enrolled for the course. After taking the entrance examination in English, only thirteen students returned, and eight of them have attended regularly.

The class met once a week on Saturday afternoon from 1 to 3:30, and attempted to cover materials similar to those taught at U.C.L.A. Books used were:

Ewing, Rolfe, and Buell. A Guide to Better Writing. New York: Prentice-Hall, Inc., 1941.

Hale, Charles B. and J. E. Tobin. Contrast and Comparison. New York: Prentice-Hall, Inc., 1932.

First month of the course was devoted to the study of grammar, punctuation, and sentence structure. Compositions were written at home as well as in class. Meeting once a week proved unsatisfactory, however, because students could not receive enough training in writing; and to assign more compositions meant overloading the instructor.

Any freshman English class is bound to be uninteresting if students have not learned to use their thinking power. Therefore, emphasis was placed on learning how to think clearly and to express ideas coherently. In order to do this, the class spent the latter half of the course in reading and discussing essays. As was feared, such procedures turned out to be a series of monologues by the instructor. Quite often the failure of students to respond to open discussions on materials read at home changed a session planned for discussion into a composition class.

As a term's work, the students will hand in short research papers on subjects of interest to them. These papers will show how much have been learned by the students in matters of organizing, outlining, and expressing ideas found in many sources.

Because the lack of response to class discussions on everyday problems showed that students were not prepared to continue with English courses on college level, and certainly not on literary topics--which is the second part of freshman English--college English courses will not be offered next semester.

REPORT OF CLASS ACTIVITIES
May 15, 1943

COURSE: Public Speaking Class

INSTRUCTOR: Mr. Clive Greenlee

The public speaking class began the semester on January, 1943 and held the final session May 14, 1943. The class has met regularly on Friday evenings between 6:30 and 9:00 p.m. at 7-3-1. The average number of students to attend the course has been about ten. Attendance has been a variable quantity; therefore, an exact number cannot be given.

The course deals with theories and practice of fundamentals in speech. The students have covered various phases of voice production and speech presentation. Poetry and prose have been read in individual and choral presentation. Practice in parliamentary procedures and participation in and the conducting of discussions have been stressed. The course also included the presentation of discursive materials and after dinner speeches. Throughout, attention has been exercised in reading methods with special emphasis on phrasing and remedial techniques. The physio-psychological allocation of speech and the signification of words related to man's evaluating processes have been delineated.

Materials have been presented by means of lectures, speech presentations, and reading assignments in current articles and speech texts. Other devices include guest speakers and the use of phonograph records. A Speech Arts Organization was formed. It has held one party and one banquet.

The following is the list of books:

Lee, Irving J.	Language Habits in Human Affairs
Craig, Alice F.	The Speech Arts
Woolbert, Charles H.	The Fundamentals of Speech

An exceedingly important idea to keep in mind is that there must be an emphasis on the remedy of language habits with special attention being paid to posture. There must be a study in methods of evaluations, especially in the use of words.

A definite need is recognized for talking pictures, good speech records, and histrionic presentations of any description. The necessity is seen for emphasis on factual rather than definitional thinking with an attempt to cultivate fluidity of mind.

COURSE: Spanish IA

INSTRUCTOR: Miss Kazuko Suzuki

A five-unit course in Spanish was introduced in the Junior College program, and almost sixty students attended its first session on January 19, 1943. Auditors were discouraged from attending the class because of the concentrated nature of the course. Also with only one instructor available, no time could be spared for the auditors.

With some twenty-five students attending regularly, the class met on Tuesday, Thursday, and Saturday from 8 to 9:30 p.m. using the Introduction to Spanish by Laurel H. Turk (Boston: D. C. Heath and Co., 1941) as their textbook, the students attempted to cover two chapters of Spanish grammar every week. This intensive studying did not appeal to the auditors, as well as to those taking the course for credit, so that by mid-semester only twenty students were coming to class, five of them being auditors.

Realizing that they could not keep up the Junior College level of work and attain satisfactory result, the students themselves decided to change the course from five units to three units. This allowed time for more dictation and conversation than was possible before. De Todo un Poco by Bond and Castillo (Boston: D.C. Heath and Co., 1936) was used in giving dictations.

In sixteen weeks the class was able to finish all the tenses of the indicative mood and to cover the equivalent of one year high school Spanish.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Adult Spanish

INSTRUCTOR: Miss Kazuko Suzuki

The Adult Education Spanish class, which was begun by Mr. Yamaguchi and discontinued at the outbreak of trouble in December, was reopened on January 12, 1943. Since the class roll could not be found, a notice was put in the Free Press to notify former students. By the end of the third week, sixteen students had enrolled in the class which met on Tuesday, Thursday, and Saturday from 6:30 to 8:30 p.m.

Teaching Spanish to Japanese-speaking people by means of a textbook explained in English is a bit trying. Therefore, students who failed to study at home were discouraged from attending because they retarded the progress of the class as a whole. At the end of last week eleven students were still in attendance.

Students have probably learned more English than Spanish because the use of Japanese in class has been discouraged, and all explanations have been made in English. At least they have learned to translate directly from English to Spanish. Their inadequate knowledge of the English language, however, has proved to be a great handicap in expressing their ideas in Spanish. That is, students speak English incorrectly; consequently, their Spanish is also incorrect.

At the request of the students, the course will continue next semester. Textbook being used is Spanish Book One by Friedman, Arjona, and Carvajal (New York: Scott, Foresman and Company, 1941).

REPORT OF CLASS ACTIVITIES
May 22, 1943

COURSE: Psychology 1A

INSTRUCTOR: Dr. Carter

The class in Psychology 1A or "Introduction to General Psychology" started on Monday, November 9, 1942, with a brief introduction of what the course was going to cover. It started out as a class for the student-teaching group as an extension course from the University of California at Berkeley. Being a lower division course, it was opened to Junior College students. Thus enrollment zoomed to around 125 students, though only about 100 actually showed up at one time. However, 7-15 was able to seat that number comfortably. As the weeks went by, the incident of December 6, the weather, the conflict of time schedule with other Junior College courses, the dropping of students from the student-teaching group, the relocation movement, the prevalence of other activities, night shifts, "friend ties," etc., were factors which caused the class to dwindle to a small group who stuck it to the end to take the final examination on May 3, 1943.

For those that didn't possess the text (Woodworth, R.S., Psychology, 1934), the Adult Education Department bought enough of those texts and had them placed in the reserved book room. For outside reading, the students were able to use Robinson, E. S., and Robinson, F. R., Readings in General Psychology and Ruch, F. S., Psychology and Life.

Though it was a U. C. extension course, the University did not send the syllabus for the course until just about the time we were bringing the course to a close. Thus, it was surprising how close to what was supposed to have been covered was actually covered by lectures, reading assignments, written reports, short quizzes, and achievement and mental ability tests.

In this particular course, there was a great range of college experience (from college graduates to recent high school graduates) and abilities.

COURSE: The Adult English Department

INSTRUCTORS: Mrs. T. Nishikawa and Staff

The Adult English Classes were started as a program for the Americanization of the non-English speaking folks in this camp. The first sessions were held on the 18th of May 1942. At that time the classes were divided into two groups, the Beginners and the Advanced. As the demand for more classes was seen the classes were increased and during the summer of 1942, there were 18 classes in session with seven teachers on the staff.

The teachers were chosen for their bi-lingual ability and for their familiarity with the English language. The teachers are all American citizens of Japanese ancestry.

The students are composed of those Japanese in camp who wished to study the English language. This group is made up of "Kibeis", American citizens educated in Japan and "Isseis", aliens who have been in this country for many years, mostly parents. There are over 250 students enrolled.

In the fall of 1942 when the Education Department was set up in this camp, due to the lack of space and physical equipment, these English classes were reorganized into eleven classes. They were divided into the Beginners, the Intermediate and the Advanced classes and the emphasis of teaching just the English language was stressed.

The lessons are made by the members of the teaching staff and mimeographed for the students. Books suitable such as readers and story books are used by the teachers for collateral reading matter. As to the technique of teaching, that is left to the individual teacher. The material covered in these classes may be listed as follows: Grammar, Spelling, Conversation, Reading, Writing, that is penmanship, and Composition.

In May 1943, the use of the Ironing room in Block eleven was turned over to our department. It will function as the Adult English Hall. It will have a library of books and magazines as well as newspapers for the students in our classes. It will also act as a clinic for the students. They will be able to write letters there to be corrected. Material on the subject of Relocation will also be displayed in the Hall for indirect education of the parents along that line. Parties will be scheduled for the various classes where the use of the English language will be practiced by

the students in the form of games and entertainment. Twice a month, for the members of the staff, lectures followed by discussions will be held. Various members of the Education Department and the Appointed Personnel will be the guest speakers. These lectures will be called, The Teacher Improvement Series.

Staff meetings are held twice a week at which time lessons are made and the various problems discussed. Each week, the teachers have time scheduled for individual consultation with the supervisor. Our program is an experiment of the combined efforts and cooperation of the members of the staff in trying to teach English to the non-English speaking people in the camp.

REPORT OF CLASS ACTIVITIES

May 14, 1943

COURSES: Current Events Study Class,
Social Science Study Class, and
Japanese Language Class.

INSTRUCTOR: Choyei Kondo

Current Events Study Class:

- No. 1. Class started November 25, 1942, at mess hall 9, every Wednesday, 7-8 p.m., with average attendance of 500.
- No. 2. Class started March 15, 1943, at mess hall 22, every Monday, 7-8 p.m., with average attendance of 125.
- No. 3. Class started May 6, 1943, at block 32-15, every Thursday, 7-8 p.m., with average attendance of 7.

Technique: No discussion, report and explanation at numbers 1 and 2. Mainly discussions at number 3 class.
Attendance at numbers 1 and 2 are mainly "Isseis", at number 3 exclusively "Niseis", no Kibeis or Isseis.

Social Science Study Class:

- No. 1. Started November 25, 1942, at mess hall 9, every Wednesday, 8-9 p.m., with average attendance of 500.
- No. 2. Started March 15, 1943, at mess hall 22, every Monday, 8-9 p.m., with average attendance of 125.

Technique: By lectures only. Such talks on "Why Socialism Started?", "What Our Grandfathers Believed Infallible Might Be Wrong To-day," "Your Rights and My Rights", "Effect of War upon Normal Relations", etc. have been given so far.

Japanese Language Class:

Date of start is forgotten. (Possibly October, 1942)
Held at 7-6-3 from 4:15-5:00 p.m., Monday through Friday, with average attendance of 25.

Technique: There's no text book. Partly translations from English Books, Magazines, Newspapers, etc., and my writings and from other books.
A few students passed their examinations

REPORT OF CLASS ACTIVITIES
Current Events Study Class,
Social Science Study Class, and
Japanese Language Class.
Page 2

to be teachers for elementary class
teachings.

I consider all of above three classes should be
continued, for our constructive purpose they are useful.

COURSE: Trigonometry

INSTRUCTOR: Hiroshi Suzuki

A three unit course in Trigonometry was begun on January 19, 1943 and continued for full 16 weeks. The semester ended on May 6, 1943. Around thirty-five students enrolled in the course which was held on Tuesdays and Thursdays from 8:30 P.M. for a total of full two and one-half hours of instructions per week in room 7-6-3. Three hours final examination in Trigonometry was given on Wednesday, May 12, from 7 to 10 P.M. in the high school library. Eight students took the final test, which was divided into two parts, closed-book and open-book tests.

The textbook required for the course was Essentials of Trigonometry with Applications and Tables, D. R. Curtiss and E. J. Moulton, 1942, D. C. Heath & Company. This textbook is now in use at the U.C.L.A., and the technique of teaching used at that university was followed. Ample homeworks were assigned to the class. There were three one-hour examinations given during the semester. First few weeks were devoted in drilling the fundamental parts of plane trigonometry. The major topics discussed during the semester were as follows:

1. Trigonometric functions
2. Solution of right triangles
3. Reduction formulas
4. Graphs
5. Trigonometric identities
6. Radian measures
7. Inverse functions
8. Trigonometric equations
9. Logarithms
10. Solution of oblique triangles, laws of sines, cosines and tangents.
11. Introduction to spherical trigonometry

Throughout the course special emphasis was placed on the applications of trigonometry to problems of engineering and of other sciences. Some time was devoted to the use of trigonometry in surveying, in problems connected with maps and with artillery, and in navigation.

COURSE: College Algebra

INSTRUCTOR: Hiroshi Suzuki

A three unit course in College Algebra was started on January 19, 1943 and continues for full 16 weeks. The semester ended on May 6, 1943. At first nearly 70 students had enrolled for either credit or auditing. Naturally two sections were formed, each section meeting twice weekly for full two and a half hours of instruction. However by mid-term the enrollment had dwindled down to 30 students, and toward the end of the semester the two sections were merged and the class was held on Tuesdays and Thursdays from 6:45 P.M. to 8 P.M. in room 7-6-3. Three-hour final examination in College Algebra was given on Tuesday, May 11, from 7 to 10 P.M. in room 7-15. There were 14 students taking the final. They were all taking the course for credit and each showed sign of seriousness in his work and in attitude in the class.

The textbook required for the course was College Algebra, H. L. Rietz and A. R. Crathorne, fourth edition, 1939 Holt & Company. This textbook is now in use at U.C.L.A., and I have followed the technique of teaching used at that institution. At every meeting either a ten minutes quiz or homework was assigned. Two one-hour tests were given during the semester. The first few weeks were spent in reviewing the algebra of the secondary schools. The major topics discussed during the semester were as follows:

1. Functions and their graphs
2. Equations and their solutions
3. Systems of linear equations
4. Exponentials and radicals
5. Quadratic equations
6. Systems of equations involving quadratics
7. Inequalities
8. Ratio, proportion, and variation
9. Progressions
10. Mathematical induction and the Binomial theorem
11. Complex numbers
12. Theory of equations
13. Logarithms
14. Compound interest and annuities
15. Permutations and combinations
16. Relative frequency and probability
17. Partial fractions
18. Theories of determinants

In all discussions special emphasis was placed on the practical application of principles of algebra.

COURSE: College Physics

INSTRUCTOR: Hiroshi Suzuki

A three unit course in College Physics was started on January 18, 1943 and was in session for full 16 weeks. The semester ended on May 5, 1943. Around forty students were enrolled in the beginning, but the number of enrollment took a sharp drop and toward the end of the semester the class was coasting with only five students in constant attendance. The class met every Monday and Wednesday in room 7-6-3, from 7-8:15 P.M. This constituted a full two and a half hours of didactic instructions weekly. Three hours final examination in College Physics was given on Thursday May 13, from 7 to 10 P.M. in the high school library. Only four students faced the test.

The course was intended as a purely non-technical lecture course but due to lack of equipments for demonstrations, the students were asked to use the textbook. The textbook was College Physics, A. L. Kimball, H. Holt & Company. This book is now in use at U.C.L.A. in Physics 2A-2B, which is a course given for geology and pre-medical students.

The major topics taken up during the semester were as follows:

1. Units and measurements
2. Physics of mechanics
 - Kinematics
 - Kinetics
 - Statics
 - Rotation of rigid bodies
3. Physics of fluids (liquids and gases)
 - Fluids at rest
 - Fluids in motion
4. Properties of matter and its internal forces
5. Physics of wave motion and sound.

REPORT OF CLASS ACTIVITIES
May 3, 1943

COURSE: Zoology

INSTRUCTOR: Masuo Kodani

The course was started on February 8, 1943. The class met from 6:30 to 8:00 on Tuesday and Friday evenings at 7-6-1. It ended on May 11, 1943. The class was started with about eighteen students but the number of students finally dropped to six.

The course was intended for non-zoology major students at the beginning, but it was later changed slightly toward more specific form, because students with less previous training in biology dropped out of the class.

The major topics which had been discussed are as follows: (1) History of Zoology, (2) The chemical and physical basis of life, (3) Structure and function of the cell, (4) The cell division and embryonic developments, (5) A brief survey of the animal kingdom, (6) Structure and function of various organs of the invertebrates and the vertebrates, (7) Heredity, (8) History of the theories of evolution, (9) Evidences for Darwinism and Neo-Darwinism, (10) Fossils and their significance, (11) Geographical distribution of animals.

The course was confined largely to lectures. No textbooks were used. Reading assignments were given for each lecture topic. Microscopic demonstrations were given.

It was difficult to teach this course on account of lack of laboratory facilities. However, I am sure that the students understood at least most of the principles of zoology.

REPORT OF CLASS ACTIVITIES
May 3, 1943

COURSE: Principles of Genetics, Eugenics, and Plant
and Animal Improvement

INSTRUCTOR: Masuo Kodani

The course was started in the second week of February, 1943. The class met from 6:30 to 9:30 on Monday and Wednesday evenings at 7-4-1 (7-3-1 on Wednesday). The course has not come to end yet. It will be continued for at least two more months.

The class started with more than twenty students. About a half of the students attended the English section (6:30-8:00) and the other half the Japanese section (8:00-9:30). Fifteen students are now attending the class regularly.

The topics discussed in the course so far are as follows: (1) A brief history of genetics, (2) Laws of Mendel, (3) Cytological basis of Mendel's laws, (4) A brier survey of the plant and animal kingdoms, (5) Methods of reproduction in the plant kingdom, (6) Flower biology, (7) Modified mendelian inheritance, (8) Genetics of stock, (9) Gene mutation, (10) Evolution of man, (11) Human genetics, (12) Problems of twins, (13) Racial biology, (14) Polyploidy, (15) Sex determination, (16) Hybrids, (17) Genetics of evening primrose, (18) Evolution, (19) Asexual reproduction, (20) Chimera, (21) Breeding of vegetables.

In future lectures, breeding of fruits, crop plants, ornamental plants, disease resistant plants, grasses, and some domestic animals will be discussed.

No textbooks are used. No reading assignment are given. Microscopic demonstrations have been given frequently. A plan has been made by the students and myself to obtain a laboratory where actual works could be done. Some students are already working on improvement of certain flowering plants.

REPORT OF CLASS ACTIVITIES
May 1, 1943

COURSE: Human Physiology

INSTRUCTOR: Kazuyuki Takahashi

The course in Human Physiology has been taught since January 18, 1943. The course is included in the junior college curriculum and carries 3 semester units. The class is divided in two sections, each section meeting 3 hours a week in the evenings. Section 1 meets in block 7 on Mondays and Wednesdays, and Section 2 meets at the Hospital on Tuesdays, Thursdays, and Fridays. The latter section is intended for hospital employees and efforts are made to discuss topics related to their work whenever possible.

The subject matter for the course is comparable to that of Lower Division elementary human physiology courses taught at colleges. The course consists of lectures, discussions, and occasional demonstrations. The demonstrations are conducted at the Hospital and are intended to supplement the topics under discussion. We have had one period devoted to a fluoroscopy demonstration of digestive movements, one to the clotting of blood, and several devoted to the microscopic anatomy of the endocrine organs. Six case histories have been taken up in the discussion periods.

The lectures are usually informal, and much use is made of drawings, diagrams, and charts. The following subjects have been covered: the structural organization of the body; the blood, heart and circulation; digestion, including digestive enzymes, mechanical factors of digestion, swallowing, vomiting and defecation, the genesis and pathological physiology of peptic ulcer, and hunger and appetite; the endocrine organs, menstruation, and reproduction.

Six copies of the textbooks, Carlson and Johnson, The Machinery of the Human Body (University of Chicago Press, 1942), are on hand at the library. A 26-page hectographed syllabus was issued for the course, but this was discontinued in the latter part of April when the textbooks arrived. The course is expected to continue for another two or three months.

One of the greatest difficulties encountered in teaching was that the majority of students did not take the work seriously. For example, most of the students who were given a "D" or an "F" in a quiz promptly dropped the course. Results of quizzes showed that only a few students studied regularly in spite

of the carefully prepared syllabus and lecture outlines. But one cannot expect too much from the students, for all of them work eight hours a day; and it would be unreasonable to expect them to be able to study well in the evenings, especially under the unfavorable housing conditions.

Another factor which may have contributed to the lack of a serious attitude on the part of students was the somewhat careless way in which the entire junior college program was carried out. For example, plans for ^{an} assembly and a student body election were announced, but nothing was done; attendance rules were never rigidly adhered to; bulletins, announcements, and newspaper articles issued by the Adult Education Department not infrequently contained obvious grammatical errors, thus giving the general impression that the junior college staff was "sloppy." Many of these and other shortcomings could not be avoided, since the administrative staff was inexperienced; but the slovenly manner by which some of the administrative tasks were carried out was inexcusable.

The students who in spite of these and other difficulties remained in class until the end of the semester should be given recognition for their desire for learning. It was observed that, in general, those who stayed in class were almost always attending other classes. In my class, all of the five students who completed the course for credit were taking one or two other courses at the same time. Although the junior college enrollment was relatively small at the end of the semester, it seems altogether reasonable to suppose that these students were, so to speak, the "cream of the crop."

Kozuyuki Takahashi

COURSE: Woodcarving

INSTRUCTOR: Mr. Brieuc Bouch

Started early November. Will end by the middle of June. Meetings are Tuesdays and Thursdays in Woodshop, 7-14. Thursday meetings to be discontinued after May 13. The size of the classes has not been constant. Registrations have gone up to over sixty but average meeting is about twelve.

The course is planned so as to offer opportunities to the largest possible number of students. The atmosphere is informal, emphasis is put on individual attention rather than general lectures. The language situation as well as the already deeply rooted cultural patterns call for much elasticity. Each pupil is invited to discuss with the instructor what is expected from the course. The instructor will then endeavor to help solve the student's problem. The same technical instruction is given all. Much illustrative and reference material is placed at the disposal of the classes.

Discussions on art topics are encouraged in conversational form. Pupils are free to join and bring their contributions without leaving the work bench. Pupils are encouraged to work independently and to bring in for discussion and appreciation work made outside.

A number of books were used during the year as source of information and inspiration.

Practical Woodcarving - Harper N. Y. - 1940
by Enid Bell

Beginnings in Woodcarving - W. Clyde Lamme
General Publishing Company - 1933

Wood Carving - B. Bouche
Techniques of Instruction Series No. 224
Division of Curriculum - L. A. County Schools - 1937

Romanesque Sculpturing - Marcel Aubert
Paris Jean Roubiers

Rheims Cathedral - L. Demoisier
Paris Jean Roubiers

Roman Portraits - Oxford University Press - 1940

The Art of Ancient Egypt - Phaidon Press - Vienna - 1936

African Sculpture - C. Einstein
Paris - 1922

Medieval Ivories - W. L. Volbach
Paris 1923

Hittite Art - Otto Weber
Paris - 1922

The Ancient Art of Mexico - Walter Lehman
Paris - 1922

The Art of Old Russia - Dr. Fannina W. Halle
Paris - 1922

Small Chinese Sculpture - Othon Burchard
Paris - 1922

Old French Tapestries - Florent Fels
Paris - 1924

Chinese Art - Article from Encyclopedia Britannica
Garden City, New York

The Picture Book of Animals - Macmillan New York - 1932

The Second Book of Animals - Macmillan New York - 1933

Instructor's private collection of clippings and
illustrations.

As said before attendance has been rather low and
irregular.

The great majority of registered persons have come once
to register, get tools and supplies without apparent thought
of following the class.

Irregularity, insecurity, difficulties in getting supplies
and equipment, extremely poor physical conditions for winter
weather and dust storms make it impossible to make definite
plans for systematic teaching.

The course will not reopen next fall.

REPORT OF CLASS ACTIVITIES
May 14, 1943

COURSE: Flower Arrangement

INSTRUCTOR: Gasui N. Takata

WHEN THE COURSE STARTED AND ENDED:

November 16, 1942 and expected to end at November, 1943.

THE CLASS SCHEDULE:

Mess Hall #4--Tuesday, Wednesday, Thursday, Saturday,
9:00 to 11:00 a.m., 1:00 to 4:00 p.m.
Mess Hall #35--Monday, Friday, 2:00 to 4:00 p.m.

THE SIZE OF THE CLASS:

About fifty to sixty students in a class.

THE NATURE OF THE COURSE:

The nature of the course is a technique of arranging flowers.

MAJOR TOPICS WHICH HAVE BEEN DISCUSSED:

The art of arranging and the meaning of arrangements.

TEACHING TECHNIQUE:

Half hour lecture every time and demonstration and field trips to get material.

TEXTBOOKS OR REFERENCE BOOKS:

None.

OUTLINE OR A SYLLABUS:

Drawing with outlines of flower arrangements.

POINTS WHICH ARE PECULIAR TO THE CONDITIONS AT MANZANAR:

Flower arrangement can be made to suit any place.
Developing the mind for beauty.

REPORT OF CLASS ACTIVITIES
May 1, 1943

COURSE: Laws of Arrest

INSTRUCTOR: J. W. Gilkey

During the period from January 1, 1943 to April 1, 1943, I conducted a class in Laws of Arrest, using the Penal Code of California as a text book. Due to the press of work connected with the departure of furlough workers, etc., classes were discontinued during the month of April. Classes will reconvene shortly and the course will be complete during the second week in May. There were thirty-five persons signed for this class, most of whom regularly attended. Classes of one hour each were held two days each week. At the end of this course of instruction, the registrar will be notified so that certificates may be issued to those attending.

When the course on Laws of Arrest is complete, a class in fingerprinting will be commenced. This course is intended to be extensive enough to train men for fingerprint and identification work either through Civil Service or other identification departments.

(Signed) J. W. Gilkey
Chief, Internal Security

OFFICE FOR EMERGENCY MANAGEMENT

OFFICE MEMORANDUM

TO: Registrar, Adult Education
1-3-2

FROM: Wm. J. Bruce, Chief
Consumer Enterprises Division

SUBJECT: Report re: Adult Education Classes
American Institutions

DATE: May 13, 1943

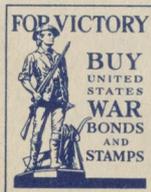
AMERICAN INSTITUTIONS

- a. April 22 to August 5, 1943.
- b. Each Thursday evening. 7:00 p.m. to 9:00 p.m. 7-13-1
- c. 10 students
- d & e. The University of California Extension syllabus for American Institutions X7A, B Parts I & II gives an outline of the course. The purpose of the course is to give a general survey of the origins, development, and nature of the American constitutional system, of the institutions, political, economic and social, established by it and of the ideals underlying it.
- f. Approximately half lectures and half class discussion of assigned materials and allied subjects.
- g. Text: William Anderson: "American Government" (1942)
References: R. G. Cushman: "Leading Constitutional Decisions"
(6th Edition)
"U. S. Government Manual" - Current Edition
- h. University of California syllabus for American Institution X7A, B Parts I & II.
- i. Particular stress upon Federal and State relationships; rights and duties of U. S. citizenship, Civil Liberties; Legislative procedures; and local government.



Wm. J. Bruce, Chief
Consumer Enterprises Division

WJB:ns



Industrial Arts

The Industrial Arts work will concern three specialized skills', clay modeling, construction with wood, and the cloth making sequence. The amount of work in each section will be decided in my conference with Miss White when she comes, later on. Now I will include all the activities probable of inclusion.

Working with clay we may make animal figures, thumb and finger bowls, coil bowls, Mexican bowls over a form, Chinese one form bowls, adobe bricks, and perhaps plaques. We will probably use colored slip for coloring and may use glaze and have our best products baked if it is possible to arrange such a plan.

In wood working each individual will work on things useful in the unit she teaches, or is preparing to teach. Primary teachers will make at least one vehicle and one shelter. Intermediate teachers are required to complete at least three articles, one loom, one pioneer dish or spoon, and one vehicle, more model-like than the primary products. The articles made must show adult standards of excellence while made according to the style of construction possible to children of the age level concerned.

The cloth making sequence will include washing wool, carding, spinning, dyeing, and weaving. The weaving does not have to be done with one's own spun threads although that is possible.

The objective of this class is to give the teacher facility with the materials and processes her pupils are going to use in their social studies activities.

Louise Fairman

Critic Class in Secondary Education

This course is for secondary practice teachers only. Much time is used discussing actual problems which the students are meeting in their classrooms, attempting to find the correct solutions indicated by their recent study in methods, as nearly as the group are able to advise.

However, there is an additional curriculum with its attendant reading lists. This concerns teacher behavior in the classroom. We consider his personal activity, classroom procedure, and instruction techniques.

I. Personal Activity

- A. The function of voice in keynoting classroom feeling.
- B. The need for increasing mastery of oral English.
- C. The distraction of uncontrolled teacher movement.
- D. The housekeeping of a classroom.

II. Classroom Procedures

- A. The daily program.
- B. Types of lessons - planning of lessons.
- C. The relation of interest to cooperation - motivation.
- D. Classroom control.

III. Instruction Techniques

- A. The assignment.
- B. Use and misuse of lecturing.
- C. Socialization - the library problem.
- D. Functional education.
- E. Consideration for character growth.
- F. A superior testing program.

Each week's reading list may include specific references to several books but C. C. Crawford's, How to Teach, 1938, is our most used text for the course. Dr. Crawford is a Professor of Education at U.S.C.; his book is excellent.

Louise Fairman

Educational Psychology

Began November 4, 1942. Last meeting April 28, 1943
Last meeting before "incident", Dec. 2. First after, Jan. 13.
Examination given May 5.

This was an extension class following the outlines prepared by Dr. H. D. Carter of the University of California. It is known as Education XB 110.

Required texts:

Eurich and Carroll Educational Psychology

Pressey Psychology and the New Education

Methods: Lectures, readings, and discussions.

Students: Student teachers working for credentials.

Instructor: Velma E. Woods, Ed. D.

EXECUTIVE OFFICE OF THE PRESIDENT

OFFICE FOR EMERGENCY MANAGEMENT

OFFICE MEMORANDUM

TO: Registrar, Adult Education
1-3-2

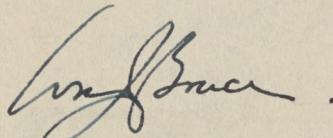
FROM: Wm. J. Bruce, Chief
Consumer Enterprises Division

SUBJECT: Report re: Adult Education Classes
Consumer Economics

DATE: May 13, 1943

CONSUMER ECONOMICS

- a. February 2 to April 27, 1943.
- b. 3:30 - 5:00 p.m. at 7 - 11 - 3 and later
7:00 - 9:00 p.m. at 7 - 3 - 1.
- c. 15 dwindled to 5.
- d & e. Nature of Course: Brief summary of contemporary economic institutions; place of the consumer in economic life. Principles of consumer cooperative movement. Organization and techniques of consumer cooperatives. Significance of Cooperative movement in modern economic movements.
- f. Reading assignments, some lectures, but, largely class discussion on assigned material.
- g. Horace Taylor: "Modern Economic Life" Volume 1 and 2.
V. S. Alanne: "Fundamentals of Consumer Cooperation"
Ellis Cowling: "Cooperatives in America"
- h. No syllabus.
- i. Stress placed on Consumer Cooperation as a method and a technique particularly adaptable to evacuees who face relocation in new areas.



Wm. J. Bruce
Chief, Consumer Enterprises
Division

WJB:NS



To:
Kazuyuki Takahashi, Registrar
Manzanar Junior college

INTRODUCTORY ACCOUNTING

In recent years, fundamental knowledge of accounting principles and procedure has become one of the prerequisites to the successful administration of business enterprises. This is partly due to the increasing amount of governmental control of private enterprises and the complex nature of present day business organizations. The accounting course taught ~~here in Manzanar~~ has been designed with the above facts in mind; ~~it~~

The general pattern of the course being presented closely resembles that of other universities and vocational colleges.

The class meets twice a week for 1½ hours each. About one hour of the period is devoted to lecture and the remainder of the period for discussion of various problems confronted by the students in the course of their study.

The text used by the students is Finney's "Principle of Accounting"(introductory), which has found wide acceptance among the accounting instructors of other colleges. The entire cycle of bookkeeping procedure (journalizing, posting, and preparation of working papers and financial statements) is exhaustively treated in this introductory text. In addition, most of the students have secured advanced text for reference purposes.

In addition to the regular reading assignments, the students are assigned the problems at the end of each chapter which requires approximately 3-4 hours of preparation.

Periodically, quizzes are given to reveal and determine the "weak spots" of each students in order that the instructor may devote more time to those apparently difficult phases of the study.

Respectfully submitted.


Akira Hara

Beginner's Shorthand
Report

Margie Stenezu
May 14, 1943

The beginner's shorthand class was started during the end of February with an enrollment of only 7 at first. Later, it was increased to 20 students. (16 girls and 4 boys.) The class was held at 7-13-4 every Tuesday, Wednesday and Friday from 8:00 to 9:15 p.m. The semester ended on May 13.

The text books used were Gregg Shorthand Manual - Anniversary Edition, and for reading practice, Fundamental Drills in Gregg Shorthand by Gertrude Beers and Letha P. Scott.

Every unit was explained in class with reading and writing practice, special black-board writing, dictation and transcription. A test was given after three units were completed and a mid-term and final of everything which had been covered.

As was stated for the advanced shorthand class, a Gregg Writer text would be of great help to the beginners too.

CLASSE Beginner's Gregg Shorthand
NIGHTS: Tuesday, Wednesday, Friday
HOURS: 6:30 to 8, 8 to 9:30 p.m.

ROOMS: 7-13-1 7-12-2
SECTIONS: 6 8
INSTRUCTOR: Shizuo Setoguchi

Tuesday.....Last half-hour spent on part of
a new unit.

Wednesday.....Finish~~u~~ up the whole unit with
board-practicé

Friday.....Reading practice on the new
unit.

Tuesday.....First hour dictation and trans-
cription, also timing on
dictation.

During each session in class, I give them training on dictation,
transcription and reading.....I have set aside one particular
night to give more training in one thing than the other. For
instancé Tuesdays.....I time them and devote the evening to
dictation practice alone, although I also let them read a little
to break the monotony.....on Fridays, I do the opposite and
so on.

Advanced Shorthand
Report

Margie Skeneze
May 14, 1943

The advanced shorthand class was started during the middle of January and ended on May 12. We have been meeting every Tuesday, Wednesday and Friday at 7-13-3 from 6:30 to 8 p.m. With an enrollment of 20 students, all girls, the average attendance was from 13 to 14 a night.

All those enrolled have had from 1 to 2 years of shorthand before and started with reviews on all the brief forms, phrases, words and reading practice. After a little brushing up, a test was given to see where each one stood. The first half hour or so was devoted to new words, review words and reading, while the later part was spent for dictation and transcription on the typewriter. Every dictation and transcription has been graded and recorded in the books for final grade.

The text book used for reading practice was Fundamental Drills in Gregg Shorthand

by Gertrude Beers and Letha P. Scott, and for dictation was Gregg Speed Building - College Course by John Gregg. The speed in taking dictation included from 80 to 120 words a minute.

In regular schools, tests from the Gregg Writer were given with awards for those with special speed or penmanship when sent to the Gregg Writer by the instructor. If it could be possible for the shorthand instructors to be recognized by the company to have certificates and pins sent here, it would help the students to try harder.

BUSINESS ENGLISH

Because the Caucasian officials in Manzanar felt that a course in Business English would help improve the quality of their evacuee office helpers, the Adult Education Department complied with their request and started a class in that subject. The class, which officially opened on November 11, 1942, was to meet twice a week on Wednesday and Friday evenings from 7 to 8 o'clock. With more than sixty students enrolled, the class was soon divided into two sections, 7 to 8 p.m. and 8 to 9 p.m.

The unfortunate incident in December closed the school temporarily. When it reopened, Manzanar Junior College had been formed, and Business English classes became a part of its program.

From January 20 to May 7, 1943, the classes met on Wednesday and Friday from 7 to 8 and 8 to 9 in the evening. The enrollment was about thirty students in each section. Then students began to drop out one by one, until the average attendance of both sections combined totaled less than twenty students. Reasons for this decrease may be attributed to the following:

1. Stress on relocation
2. Uncertainty caused by registration of all evacuees
3. Numerous extra-curricula activities
4. Too many auditors.

About one month was spent in reviewing the fundamentals of English grammar, sentence structure, and punctuation. Then the classes began to write letters of application as their first assignment. Their work showed immediately that the greatest need of the students was not learning how to write business letters, but how to write correct English. Therefore, the course was modified to fit the needs of the students, stressing grammatical improvements wherever possible. This, however, did not appeal to many students who wished a form letter for every occasion rather than a general knowledge to meet every situation. Consequently, most of the auditors and many students who came for grade dropped out after a few sessions.

Because no single adequate textbook could be found the course was conducted on a lecture basis. Books used in preparing the lessons were:

1. Davis, Roy (et al.). Modern Business English (Rev. ed.). New York: Ginn and Company, 1940.
2. Gregg, John Robert. Gregg Speed Building. New York: The Gregg Publishing Company, 1941.

3. Reigner, Charles G. English for Business Use. Baltimore, Md.: The H. M. Rowe Company, 1936.
4. Taft, Kendall B. (et al.). The Technique of Composition (Rev. ed.). New York: Farrar and Rinehart, Inc., 1936.

Major topics covered were:

1. Grammar and sentence structure
2. Punctuation
3. Letters
 - a. Applications
 - b. Introduction and recommendation
 - c. Inquiries
 - d. Complaints
 - e. Adjustments
 - f. Buying
 - g. Collections
4. Pronunciation.

The final two weeks of the course were devoted to pronunciation of words commonly used. These class meetings showed that many students are not sure of their pronunciation and tend to imitate the speech used by Caucasians within this center. The result, as revealed in the classes, was not very gratifying since the change was not always toward the more desired form of pronunciation.

Since the policy of the WRA is to relocate as many evacuees as possible, a good knowledge of everyday English rather than of business English will be necessary for the young evacuees. Therefore, in place of Business English, a course in English composition and conversation will be offered next semester.

Respectfully submitted,

Kazuko Suzuki

May 14, 1943

MEMO TO: Charles K. Ferguson

FROM: Subject A instructor, Chico Sakaguchi

SUBJECT: Report on Adult Education teaching activities.

Subject A class started on Feb. 20th with 18 enrollees. Since that time there were two more enrollees and about 6 who have been dropped because of poor attendance. Two have made arrangements with Miss Suzuki to take final examination for credit because they were unable to attend the class and are already taking Business English class. Subject A class meets on Saturday afternoons, from 1:00p.m. until 2:30 p.m., in 7-6-3.

In teaching the Subject A course I have limited the study of grammar to the study of the functions of words and groups of words, thus giving in the short period, sufficient background for and knowledge of punctuation, sentence structure, and correct usage. Each class period is also spent in vocabulary-building and spelling. The textbook which is used for the course and which takes the functional approach to the study of grammar and language is CORRECTNESS and PRECISION in WRITING, by Grant, Bracher, and Duff. The course is confined largely to working on exercises in workbook, writing compositions, and discussions on word-study.

I have noticed that among the older students--the issei and kibe who have bi-lingual backgrounds--much emphasis has to be placed on grammatical forms, idiomatic phrases, and spelling. A too theoretical knowledge of the correct usages and grammar is not as important as a correlation of various language activities which would hold the interest of the class and be worthwhile to the serious adults as well as those of regular junior college level.

xx
A study of the difficulties of the Japanese students in using the English language on all levels--grammar school, high school, junior college, and adult English classes might serve ~~as a way and means of analyzing more incisively the language handicaps of the students and building their specific needs.~~ with specific objectives and purposes as a way and means of analyzing more incisively the language handicaps of the students and building their specific needs.

Memo - to C Ferguson

1-3-2

ENGLISH 1A

When Manzanar Junior College was started in January of this year, a freshman English course was included in its curriculum. Some thirty students enrolled for the course. After taking the entrance examination in English, only thirteen students returned, and eight of them have attended regularly.

The class met once a week on Saturday afternoon from 1 to 3:30, and attempted to cover materials similar to those taught at U.C.L.A. Books used were:

Ewing, Rolfe, and Buell. A Guide to Better Writing. New York: Prentice-Hall, Inc., 1941.

Hale, Charles B. and J. E. Tobin. Contrast and Comparison. New York: Prentice-Hall, Inc., 1932.

First month of the course was devoted to the study of grammar, punctuation, and sentence structure. Compositions were written at home as well as in class. Meeting once a week proved unsatisfactory, however, because students could not receive enough training in writing; and to assign more compositions meant overloading the instructor.

Any freshman English class is bound to be uninteresting if students have not learned to use their thinking power. Therefore, emphasis was placed on learning how to think clearly and to express ideas coherently. In order to do this, the class spent the latter half of the course in reading and discussing essays. As was feared, such procedures turned out to be a series of monologues by the instructor. Quite often the failure of students to respond to open discussions on materials read at home changed a session planned for discussion into a composition class.

As a term's work, the students will hand in short research papers on subjects of interest to them. These papers will show how much have been learned by the students in matters of organizing, outlining, and expressing ideas found in many sources.

Because the lack of response to class discussions on everyday problems showed that students were not prepared to continue with English courses on college level, and certainly not on literary topics--which is the second part of freshman English--college English courses will not be offered next semester.

Respectfully submitted,

Kazuko Suzuki

May 14, 1943

PUBLIC SPEAKING CLASS

The public speaking class began the semester on January, 1943 and held the final session on May 14, 1943. The class has met regularly on Friday evenings between 6:30 and 9:00 p.m. at 7-3-1. The average number of students to attend the course has been about ten. Attendance has been a variable quantity; therefore, an exact number cannot be given.

The course deals with theories and practice of fundamentals in speech. The students have covered various phases of voice production and speech presentation. Poetry and prose have been read in individual and choral presentation. Practice in parliamentary procedures and participation in and the conducting of discussions have been stressed. The course also included the presentation of discursive materials and after dinner speeches. Throughout, attention has been exercised in reading methods with special emphasis on phrasing and remedial techniques. The physio-psychological allocation of speech and the signification of words related to man's evaluating processes have been delineated.

Materials have been presented by means of lectures, speech presentations, and reading assignments in current articles and speech texts. Other devices include guest speakers and the use of phonograph records. A Speech Arts Organization was formed. It has held one party and one banquet.

The following is the list of books:

Lee, Irving J.	Language Habits in Human Affairs
Craig, Alice F.	The Speech Arts
Woolbert, Charles H.	The Fundamentals of Speech

An exceedingly important idea to keep in mind is that there must be an emphasis on the remedy of language habits with special attention being paid to posture. There must be a study in methods of evaluations, especially in the use of words.

A definite need is recognized for talking pictures, good speech records, and histrionic presentations of any description. The necessity is seen for emphasis on factual rather than definitional thinking with an attempt to cultivate fluidity of mind.

SPANISH 1A

A five-unit course in Spanish was introduced in the Junior College program, and almost sixty students attended its first session on January 19, 1943. Auditors were discouraged from attending the class because of the concentrated nature of the course. Also with only one instructor available, no time could be spared for the auditors.

With some twenty-five students attending regularly, the class met on Tuesday, Thursday, and Saturday from 8 to 9:30 p.m. Using the Introduction to Spanish by Laurel H. Turk (Boston: D. C. Heath and Co., 1941) as their textbook, the students attempted to cover two chapters of Spanish grammar every week. This intensive studying did not appeal to the auditors, as well as to those taking the course for credit, so that by mid-semester only twenty students were coming to class, five of them being auditors.

Realizing that they could not keep up the Junior College level of work and attain satisfactory result, the students themselves decided to change the course from five units to three units. This allowed time for more dictation and conversation than was possible before. De Todo un Poco by Bond and Castillo (Boston: D. C. Heath and Co., 1936) was used in giving dictations.

In sixteen weeks the class was able to finish all the tenses of the indicative mood and to cover the equivalent of one year high school Spanish.

Respectfully submitted,

Kazuko Suzuki

May 14, 1943

ADULT SPANISH

The Adult Education Spanish class, which was begun by Mr. Yamaguchi and discontinued at the outbreak of trouble in December; was reopened on January 12, 1943. Since the class roll could not be found, a notice was put in the Free Press to notify former students. By the end of third week, sixteen students had enrolled in the class which met on Tuesday, Thursday, and Saturday from 6:30 to 8:30 p.m.

Teaching Spanish to Japanese-speaking people by means of a textbook explained in English is a bit trying. Therefore, students who failed to study at home were discouraged from attending because they retarded the progress of the class as a whole. At the end of last week eleven students were still in attendance.

Students have probably learned more English than Spanish because the use of Japanese in class has been discouraged, and all explanations have been made in English. At least they have learned to translate directly from English to Spanish. Their inadequate knowledge of the English language, however, has proved to be a great handicap in expressing their ideas in Spanish. That is, students speak English incorrectly; consequently, their Spanish is also incorrect.

At the request of the students, the course will continue next semester. Textbook being used is Spanish Book One by Friedman, Arjona, and Carvajal (New York: Scott, Foresman and Company, 1941).

Respectfully submitted,

Kazuko Suzuki

May 14, 1943

MEMO TO: K. Takahashi
Registrar

DATE: May 22, 1943

FROM: Dr. Carter

SUBJECT: Written report on Psychology 1-A

COPY

The class in Psychology 1-A or "Introduction to General Psychology" started on Monday, November 9, 1942, with a brief introduction of what the course was going to cover. It started out as a class for the student-teaching group as an extension course from the University of California at Berkeley. Being a lower division course, it was opened to Junior College students. Thus enrollment zoomed to around 125 students, though only about 100 actually showed up at one time. However, 7-15 was able to seat that number comfortably. As the weeks went by, the incident of December 6, the weather, the conflict of time schedule with other Junior College courses, the dropping of students from the student-teaching group, the relocation movement, the prevalence of other activities, night shifts, "friend ties", etc., were factors ~~causing~~ ^{which caused} the class to dwindle to a small group who stuck it to the end to take the final examination on May 3, 1943.

For those that didn't possess the text (Woodworth, R.S., Psychology, 1934), the Adult Education department bought enough of those texts and had them placed in the reserved book room. For outside reading, the students were able to use Robinson, E.S., and Robinson, F.R., Readings in General Psychology and Ruch, F. S., Psychology and Life.

Though it was a U. C. extension course, the University did not send the syllabus for the course until just about the time we were bringing the course to a close. Thus, it was surprising how close to what was supposed to have been covered was actually covered by lectures, reading assignments, written reports, short quizzes, and achievement and mental ability tests.

In this particular course, there was a great range of college experience (from college graduates to recent high school graduates) and abilities.

Mrs. Takeshi Nishikawa

The Adult English Department

The Adult English Classes were started as a program for the Americanization of the non-English speaking folks in this camp. The first sessions were held on the 18th of May 1942. At that time the classes were divided into two groups, the Beginners and the Advanced. As the demand for more classes was seen the classes were increased and during the summer of 1942, there were 18 classes in session with seven teachers on the staff.

The teachers were chosen for their bi-lingual ability and for their familiarity with the English language. The teachers are all American citizens of Japanese ancestry.

The students are composed of those Japanese in camp who wished to study the English language. This group is made up of "Kibeis", American citizens educated in Japan and "Isseis", aliens who have been in this country for many years, mostly parents. *There are over 250 students enrolled.*

In the fall of 1942 when the Education Department was set up in this camp, due to the lack of space and physical equipment, these English classes were reorganized into eleven classes. They were divided into the Beginners, the Intermediate and the Advanced classes and the emphasis of teaching just the English language was stressed.

The lessons are made by the members of the teaching staff and mimeographed for the students. Books suitable such as readers and story books are used by the teachers for collateral reading matter. As to the technique of teaching, that is left to the individual teacher. The material covered in these classes may be listed as follows: Grammar, Spelling, Conversation, Reading, Writing, that is penmanship, and Composition.

In May 1943, the use of the Ironing room in Block eleven was turned over to our department. It will function as the Adult English Hall. It will have a library of books and magazines as well as newspapers for the students in our classes. It will also act as a clinic for the students. They will be able to write letters there to be corrected. Material on the subject of Relocation will also be displayed in the Hall for indirect education of the parents along that line. Parties will be scheduled for the various classes where the use of the English language will be practiced by the students in the form of games and entertainment. Twice a month, for the members of the staff, lectures followed by discussions will be held. Various members of the Education Department and the Appointed Personnel will be the guest speakers. These lectures will be called, The Teacher Improvement Series.

Staff meetings are held twice a week at which time lessons are made and the various problems discussed. Each week, the teachers have time scheduled for individual consultation with the supervisor. Our program is an experiment of the combined efforts and cooperation of the members of the staff in trying *to teach English to the non-English speaking people in the camp.*

Report of Choyei Kondo
on
Current Events Study Class,
Social Science Study Class, and
Japanese Language Class.

1. Current Events Study Class:

No.1. Started Nov.25, '42. Mess Hall No.9, Every Wed. 7-8, Average 500
No.2. " Mar.15, '43. " " " 22, " Mon. " " 125
No.3 " May 6, '43. Bl.32-15 " Thur " " 7

Technique: No Discussion, report and explanation at Nos.1 &2
Mainly discussions at No.3 Class.
Attendance at Nos. 1 and 2 are mainly "Isseis"
at No.3 exclusively "Nissei", no kibeis or
isseis.

2. Social Science Study Class:

No.1. Star'd Nov.25, '42. Mess No.9, Every Wed. 8-9 P.M. Average 500
No.2. " Mar.15, '43. " No.22, " Mon. 8-9 " " 125

Technique: By Lectures only. Such talks on "Why Socialism
Started?", "What our Grandfather beleived Infallible might
be wrong to-day," "Your Rights and My Rights", "Effect of
War upon Normal Relations," &c.have been given so far.

3. Japanese Language Class:

Date of Start is forgotten. Oct.,1942? Bl. 7-6-3....4.15-5,P.M.
Mon-Fri.Inc.
Average.....25

Technique: There's notext Book. Partly translations from
English Books, Magazines, Newspapers, &c.
My writings and from other books.
A few students passed their examinations to be
teachers for elementary class teachers.

I consider all of above three classes should be continued, *for*
our constructive purpose they are usefull.

Choyei Kondo
Instructor

May 20th,1943,
Manzanar, Calif.

Trigonometry

A 3 unit course in Trigonometry was begun on January 19, 1943 and continued for full 16 weeks. The semester ended on May 6, 1943. Around 35 students enrolled in the course which was held on Tuesdays and Thursdays from 8:20 P.M. to 9:35 P.M. for a total of full 2 and one-half hours of instructions per week in room 7-6-3. Three hours final examination in Trigonometry was given on Wednesday, May 12, from 7-10 P.M. in the high school library. Eight students took the final test, which was divided into two parts, closed-book and open-book tests.

The textbook required for the course was Essentials of Trigonometry with Applications and Tables, D+R. Curtiss and E.J. Moulton, 1942, D.C. Heath & Co. This textbook is now in use at the U.C.L.A., and the technique of teaching used at that university was followed. Ample homeworks were assigned to the class. There were three one-hour examinations given during the semester. First few weeks were devoted in drilling the fundamental parts of plane trigonometry. The major topics discussed during the semester were as follows:

1. Trigonometric functions
2. Solution of right triangles
3. Reduction formulas
4. Graphs
5. Trigonometric identities
6. Radian measures
7. Inverse functions
8. Trigonometric equations
9. Logarithms
10. Solution of oblique triangles, laws of sines, cosines, and tangents.
11. Introduction to spherical trigonometry

Throughout the course special emphasis was placed on the applications of trigonometry to problems of engineering and of other sciences. Some time was devoted to the use of trigonometry in surveying, in problems connected with maps and with artillery, and in navigation.

Respectfully submitted

Kiroshi Suzuki

May 14, 1943

College Algebra

A 3 unit course in College Algebra was started on January 19, 1943 and continued for full 16 weeks. The semester ended on May 6, 1943. At first nearly 70 students had enrolled for either credit or auditing. Naturally two sections were formed, each section meeting twice weekly for full 2 1/2 hours of instruction. However ~~due to difficulties~~ by mid-term the enrollment had dwindled down to 30 students, and toward the end of the semester the two sections were merged and the class was held on Tuesdays and Thursdays from 6:45 P.M. to 8 P.M. in room 7-6-3. Three-hours final examination in College Algebra was given on Tuesday, May 11, from 7-10 P.M. in room 7-15. There were 14 students taking the final. They were all taking the course for credit and each showed sign of seriousness in his work and in attitude in the class.

The textbook required for the course was College Algebra, H.L.Rietz and A.R.Crathorne, 4th ed, 1939, Holt & Co. This textbook is now in use at U.C.L.A., and I have followed the technique of teaching used at that institution. At every meeting either a 10 minutes quiz or home work was assigned. Two one-hour tests were given during the semester. The first few weeks were spent in reviewing the algebra of the secondary schools. The major topics discussed during the semester were as follows:

1. Functions and their graphs
2. Equations and their solutions
3. Systems of linear equations
4. Exponentials and radicals
5. Quadratic equations
6. Systems of equations involving quadratics
7. Inequalities
8. Ratio, proportion, and variation
9. Progressions
10. Mathematical induction and the Binomial theorem
11. Complex numbers
12. Theory of equations
13. Logarithms
14. Compound interest and annuities
15. Permutations and combinations
16. Relative frequency and probability
17. Partial fractions
18. Theories of determinants

In all discussions special emphasis was placed on the practical application of principles of algebra.

Respectfully submitted

Hiroshi Suzuki

May 14, 1943

College Physics

A 3 unit course in College Physics was started on January 18, 1943 and was in session for full 16 weeks. The semester ended on May 5, 1943. Around 40 students were enrolled in the beginning, but the number of enrollment took a sharp drop and toward the end of the semester the class was coasting with only 5 students in constant attendance. The class met every Monday and Wednesday in room 7-6-3, from 7-8:15 P.M.. This constituted a full 2 and 1/2 hours of didactic instructions weekly. Three hours final examination in College Physics was given on Thursday May 13, from 7-10 P.M. in the high school library. Only 4 students faced the test.

The course was intended as a purely non-technical lecture course but due to lack of equipments for demonstrations, the students were asked to use the textbook. The textbook was College Physics, A/L. Kimball, H. Holt & Co. This book is now in use at U.C.L.A. in Physics 2A-2B, which is a course given for geology and pre-medical students.

The major topics taken up during the semester were as follows:

1. Units and measurements
2. Physics of mechanics
 - Kinematics
 - Kinetics
 - Statics
 - Rotation of rigid bodies
3. Physics of fluids (liquids and gases)
 - Fluids at rest
 - Fluids in motion
4. Properties of matter and its internal forces
5. Physics of wave motion and sound.

Respectfully submitted

Shiroshi Suzuki

May 14, 1943

Zoology

Instructor: Masuo Kodaira
May 11, 1943

The course was started on Feb. 8, 1943. The class met from 6:30 to 8:00 on Tuesday and Friday evenings at 7-6-1. It ended on May 11, 1943. The class was started with about eighteen students but the number of students finally dropped to six.

The course was intended for non-zoology major students at the beginning, but it was later changed slightly toward more specific form, because students with less previous training in biology dropped out of the class.

The major topics which had been discussed are as follows: 1. History of zoology, 2. The chemical and physical basis of life, 3. Structure and function of the cell, 4. The cell division and embryonic development, 5. A brief survey of the animal kingdom, 6. Structure and function of various organs of the invertebrates and the vertebrates, 7. Heredity, 8. History of the theories of evolution, 9. Evidences for Darwinism and Neo-Darwinism, 10. Fossils and their significance, 11. Geographical distribution of animals.

The course was confined largely to lectures. No textbooks were used. Reading assignments were given for each lecture topic. Microscopic demonstrations were given.

It was difficult to teach this course on account of lack of laboratory facilities. However, I am sure that the students understood at least most of the principles of zoology.

Principles of Genetics, Eugenics and Plant and Animal Improvement

Instructor: Masuo Kodama
May 11, 1943

The course was started in the second week of February, 1943. The class met from 6:30 to 9:30 on Monday and Wednesday evenings at 7-4-1 (7-3-1 on Wednesday). The course has not come to end yet. It will be continued for at least two more months.

The class started with more than twenty students. About a half of the students attended the English section (6:30-8:00) and the other half the Japanese section (8:00-9:30). Fifteen students are now attending the class regularly.

The topics discussed in the course so far are as follows: 1. A brief history of genetics, 2. Laws of Mendel, 3. Cytological basis of Mendel's laws, 4. A brief survey of the plant and animal kingdoms, 5. Methods of reproduction in the plant kingdom, 6. Flower biology, 7. Modified Mendelian inheritance, 8. Genetics of stock, 9. Gene mutation, 10. Evolution of man, 11. Human genetics, 12. Problems of twins, 13. Racial biology, 14. Polyploidy, 15. Sex determination, 16. Hybrids, 17. Genetics of evening primrose, 18. Evolution, 19. Asexual reproduction, 20. Chimera, 21. Breeding of vegetables.

In future lectures, breeding of fruits, crop plants, ornamental plants, disease resistant plants, grasses, and some domestic animals will be discussed.

No textbooks are used. No reading assignments are given. Microscopic demonstrations have been given frequently. A plan has been made by the students and myself to obtain a laboratory where actual work could be done. Some students are already working on improvement of certain flowering plants.

Report of Woodcarving classes.

Started ~~early~~ Early November.

will end by the middle of June

Meetings on Tuesdays and Thursdays
in wood shop 7-14. Thursdays meetings
to be discontinued after May 13.

The size of the classes has not been
constant. Registrations have gone up to
over sixty but average meeting is
about twelve.

The course is planned so as to offer
opportunities to the largest possible
number of students. The atmosphere
is informal, emphasis is put on indivi-
dual attention rather than general
lectures. The language situation as
well as the already deeply rooted
cultural patterns call for much elasticity

Each Pupil is invited to discuss with the instructor what is expected from the course, the instructor will then endeavor to help solve the student's problem. The same technical instruction is given all. Much illustrative and reference material is placed at the disposal of the classes.

Discussions on art topics are encouraged in conversational form. Pupils are free to join and bring their contributions without leaving the work bench. Pupils are encouraged to work independently and to bring in for discussion and appreciation work made outside

A number of books were used during the year as sources of information and inspiration:

Practical Woodcarving - Harper N.Y. 1940
By Eric Bell

Beginnings in wood carving - W. Clyde Lamney
General Publ. Co Chicago 1933

Wood Carving - B. Bonchi
Techniques of Instruction Series No. 224
Division of Curriculum - L.A. County Schools
1937.

Romanesque Sculpturing - Marcel Aubert
Jean Roubies.
Paris.

Rheims Cathedral - L. Demaison
Jean Roubies.
Paris.

Roman Portraits. Oxford University Press
1940

The Art of Ancient Egypt.
Phaidon Press Vienna 1936

African Sculpture - C. Einstein
Paris 1922

Medieval Ivories. W. L. Volbach
Paris 1923

Hittite Art - Otto Weber.
Paris 22

The ancient art of Mexico. Walter Lehmann
Paris 22.

The art of Old Russia. Dr. Fannina W. Halle
Paris 22

Small Chinese Sculpture. Othon Burchard
Paris 22.

Old French Tapestries. Florent Tels
Paris 24

Chinese art. Article from Encyclopaedia
Britannica
Garden City N.Y.

The Picture Book of Animals
Macmillan N.Y. 1932

The Second Book of Animals.
Macmillan N.Y. 1933

Instructor's private collection of clippings
and illustrations.

As said before Attendance has been
rather low and irregular.

The great majority of registered persons

have come over to register, get tools and supplies without apparent thought of following the class.

Irregularity, insecurity, difficulties in getting supplies and equipment, extremely poor physical conditions for winter weather and dust storms make it impossible to make definite plans for systematic teaching.

The course will not repeat next fall.

Brienc Bouche

Report

May 14 - 1943.

- (a) Started at Nov. 16th 1942
It is expected to end at Nov. 1942.
- (b) Mess Hall #4 Tues, Wed, Thurs, Sat.
9:00 to 11:00 A.M., 1:00 to 4:00 P.M.
Mess Hall #35 Mon, Fri. 2:00 to 4:00 P.M.
- (c) About fifty to sixty students in a class.
- (d) the nature of the course is a technique of arranging flowers.
- (e) The Art of Arranging and the meaning of Arrangements.
- (f) Half hour lecture every time and demonstration and field trips to get material.
- (g) (none)
- (h) Drawing with outlines of flower Arrangements.
- (i) Flower Arrangement can be made to suit any place.
Developing the mind for beauty.

Yasui N. Takata.

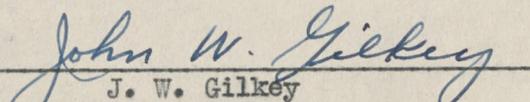
26
WAR RELOCATION AUTHORITY
Manzanar, California

April 28th, 1943

TO: Charles K. Ferguson
FROM: J. W. Gilkey
Chief, Internal Security
SUBJECT: School Teaching Activities.

During the period from January 1, 1943 to April 1, 1943, I conducted a class in Laws of Arrest, using the Penal Code of California as a text book. Due to the press of work connected with the departure of furlough workers, etc., classes were discontinued during the month of April. Classes will reconvene shortly and the course will be complete during the second week in May. There were thirty-five persons signed for this class, most of whom regularly attended. Classes of one hour each were held two days each week. At the end of this course of instruction, the registrar will be notified so that certificates may be issued to those attending.

When the course on Laws of Arrest is complete, a class in fingerprinting will be commenced. This course is intended to be extensive enough to train men for fingerprint and identification work either through Civil Service or other identification departments.



J. W. Gilkey
Chief, Internal Security