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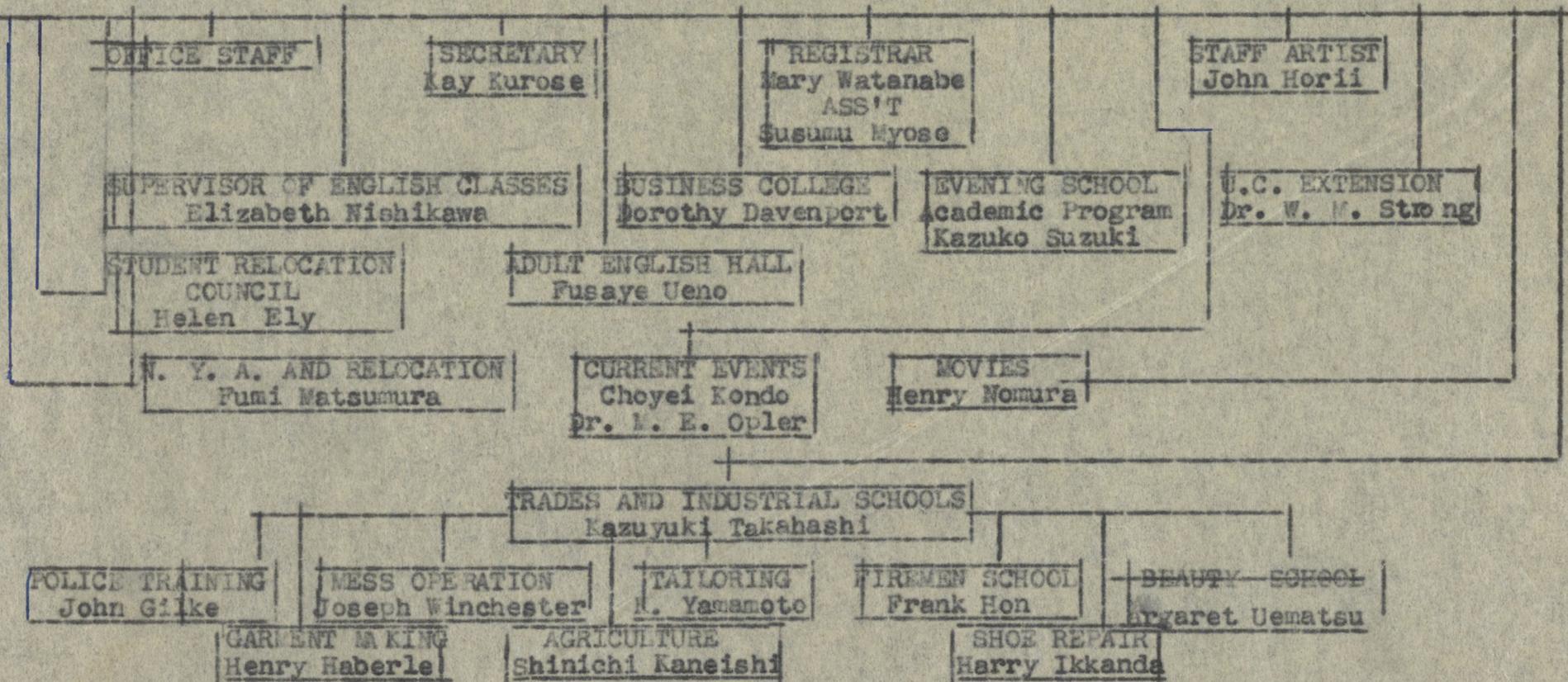
ADMINISTRATIVE STAFF

ADULT EDUCATION DEPT.

Superintendent of Education
Dr. G. W. Carter

Chief, Adult Education and Business College
Dr. W. Melvin Strong

Assistant Chief Adult Education
Kazuyuji Takahashi



MEMO TO: Dr. Genevieve W. Carter

DATE: April 5, 1944

FROM: W. M. Strong

SUBJECT: Present Status of the Adult Education Department

I am planning to leave Manzanar this week end for Huntington Beach and am presenting this summary of our program and future plans in the hope that it may be used as a guide during the next few weeks.

1. Adult English

We have arranged with Mrs. Adams and Mr. Simpson for two barracks in Block 16 to be used as an Adult English Center. The Adult English Hall will be moved there from Ironing Room 11, and English classes that are now meeting in various mess halls will be moved into this central area.

Due to the loss of such English teachers as James Yamaguchi, Doris Nakagawa, Fusaye Ueno, Kiyoshi Yano, through relocation, and our inability to replace them to date, our English program is at a low ebb. We now have only 166 enrolled in English classes. This includes our two Basic English classes.

Mrs. Hayes has volunteered to take on a new class in Basic English when we desire to start one. She should have an evacuee to work with her as interpreter, however.

The Basic English Workshop has been started with a schedule that permits every student to participate at least once a week.

Elizabeth Nishikawa is the Adult English supervisor, and will keep the program moving if you desire to continue with such a program.

2. The Vocational Program

(a) The Apprenticeship program was officially launched March 1, with the assignment of 15 apprentices. There are still several openings in Public Works, Industrial Division, the hospital, library, and education offices. We are giving much publicity to these openings, and hope that an additional number of trainees will soon be added to our program.

These apprentices should be contacted often enough

to insure that they are receiving training according to agreements, rather than being exploited for production only.

The accumulated notes in the apprenticeship file should be helpful if a new director takes over.

(b) The Cosmetology program is still going well with a 44 hour per week daytime class and a 15 hour per week evening class.

Dorothy Yamamoto is Cosmetology supervisor and will be willing to discuss details of the program if desired.

Money taken in through cosmetology services is turned over to an Adult Education Student Body Committee, with Kazuko Suzuki as its bonded secretary.

(c) A Cabinet Making class of 38 is being conducted on a 15 hour per week basis in the high school shop. This class is expected to terminate April 15.

(d) Since November 10 we have been planning a course in auto mechanics but have not been able to get it started even yet.

Tools have been ordered and are expected to arrive any day. A few on a previous order have already arrived.

Lumber to make work benches and tool racks has arrived and is now in Ironing 36.

Three mechanic teachers are still being contacted by the Personnel Department, and we hope to "land" one or the other in the next few days.

The motor pool has promised Mr. Hooper that trucks and cars will be provided as needed to work on.

We have names of fifteen interested auto mechanic students on file in the Adult Education office. Some of these have already relocated but others can be recruited.

(e) Both Mr. Yamamoto and Mrs. Iguchi, instructors in tailoring, are relocating April 17. These

classes now enroll 94 students and we are trying to find new instructors so that the classes can continue.

(f) A class in librarianship, given by Ruth Budd, and enrolling 10 students will continue for some time yet.

(g) Chief of Internal Security, John Gilkey, has six students in his current fingerprinting class. Former classes have had large enrollments, but we have probably exhausted center interest in this program by now.

(h) Our commercial courses have suffered greatly due to the relocation of Soyo Takahashi, Shizuco Setoguchi, Akiko Sasaki, Fusako Mizutani, all typing and shorthand teachers. We now have only 59 students in commercial courses. We had 470 in these courses during the summer.

(i) We have hoped to get courses in surveying, typewriter repair, radio repair, refrigeration, and drafting started, but are as yet unable to get instructors. Parts and equipment, also have been obstacles to the establishment of these courses.

Plumbing, firemanship, electricity, and carpentry have been investigated as possible courses but we have made no real progress toward getting a program in any of them. They may in time, be brought under the apprenticeship program.

3. Academic

In the academic and cultural field, we still have Mr. Kondo's current event and social science classes that reach about 500 per week; a small junior college enrollment; three non-credit courses in advanced English, one in Spanish, and one in German. The Psychology class, enrolling 12 students and taught by Dr. Strong is being discontinued, due to his resignation.

Kazuko Suzuki has been coordinator of this phase of the Adult program.

4. Movie Equipment

Moving picture equipment is expected to arrive any day,

MANZANAR ADULT EDUCATION DEPARTMENT

Dr. W. Melvin Strong, - Director

SUMMER PROGRAM
1943

The summer program of the Adult Education Department is a continuation, largely, of the type of program sponsored during the remainder of the year, and can be broken up into six major divisions, as follows:

1. Academic Courses

A. English classes

We now have underway twelve English classes meeting in the afternoons and evenings. We plan to expand this program by adding additional classes, enrolling larger numbers in present classes, and by providing as many "natural" situations as can be arranged. These situations include parties and outings where practice and usage of English are provided. An Adult English newspaper is being planned to include interesting and informational articles and contributions of students taking these classes. This should provide a motivation and outlet for much creative ability on the part of the individuals enrolled in this class.

Lessons are planned to meet the needs and interests of the students. Reading material that is geared to their reading level is provided. Humorous reading exercises, and "reading" and "writing" games are part of the curriculum. The accompanying samples indicate some possibility in vocabulary building and conversational opportunities provided in such materials.

The Adult English Hall where students may come to write letters, to converse in English, to study, to check out library books, or to get help with assignments, is conducted by Miss Fusaye Ueno in Ironing Room 11.

Many are now vocationally prepared for relocation, but are hesitating because they are unable to speak English in competition with the Americans on the "outside."

In addition to these classes, a class in remedial English open to high school graduates is being organized under the direction of Mrs. Pusey. This class, or classes, will continue through the summer.

- B. Two classes in Public Speaking are now underway.
- C. Three classes in Spanish and one in German are being held.
- D. We have one class in Journalism.
- E. There is one class in Japanese preparing Japanese Americans to become interpreters or instructors in universities or Army training schools.
- F. We have one course in Human Physiology, and
- G. One course in Genetics.

II Vocational Program

Our vocational program includes courses and "field work" opportunities in Agriculture, Police Training, Cosmetology, Tailoring, and Librarianship. A business college is planned which will train in typing, bookkeeping, shorthand, corrective English, and office practice. We are investigating training possibilities offered by the War Manpower Commission and their new "Training Within Industry" service. A ten-hour Job Instructor Training course is being offered in Los Angeles to representative individuals who can return to local communities and give similar courses to selected individuals. No definite arrangements have been made for this program, but we are accumulating instructions and information concerning it.

III University of California Extension classes

Under the direction of the Extension Division of the University of California, we are giving courses in American Institutions, Secondary Education, Music Methods, and Industrial Arts, both evacuees and appointed Personnel Teachers are enrolled in the courses.

IV Cultural

Courses in current events and social sciences, given in the Japanese language, are doing much to keep about 800 non-English speaking evacuees informed about the "outside world." These courses are being conducted by Mr. Choyei Kondo and those who attend are very enthusiastic about it. Dr. W. E. Opler has just started a class in current events to be given in English. Those who are attending this class, also, are enthusiastic about it.

Mr. Frank Shimoda is giving a series of lectures in Industrial Chemistry.

About 26 different films have been shown in our motion picture program, but due to situations beyond our control, our plans for the future have had to be cancelled.

Tentative plans are underway for a series of panel discussions dealing with vital and current issues. A schedule of this program will be made in the near future.

V Relocation

The Adult Education Department is taking an increasingly active part in the relocation program. Our student relocation council has gathered data and consulted with a number of students regarding problems confronting them, and universities open to them as student relocatees.

We sense a definite need for coordinating all the agencies dealing with relocation so that a more effective program can be carried out. We are glad to learn that in the very near future, steps will be taken to effect such coordination.

VI Junior College

Now that our Junior College work has been accredited by the State Department of California, it seems advisable to put renewed effort into a Junior College program. At present we are able to offer Junior College credit in human physiology, typing, shorthand, German, Spanish and English. These courses are now underway and, although not all who are taking them are interested in credit, arrangements are made whereby special assignments can be given to those who desire Junior College credit. At the close of the current semester, we plan to offer as much work on a Junior College level as we can find qualified teachers to handle."

READING EXERCISES FOR ADULT ENGLISH CLASSES

"A Legitimate Way of Getting Out of Work"

There are 365 days in a year; of this time we spend 8 hours each day in sleep, which amounts to 122 days; we spend approximately 8 wakeful hours each day when we are not working in some recreation, this amounts to 122 days; there are at least four holidays during the year, July 4th, January 1, December 25, and May 30--adding these days which we do not work and subtracting the total from 365 days we have 117 left. We usually have two weeks off for summer vacation with pay; there are 52 Sundays and Saturday half-holidays equal 26 days; there are now only 25 days left. We take $1\frac{1}{2}$ hours per day for meals or 25 days per year. This leaves only one day--and this is Labor Day, but no one works on Labor Day, so when do we work?

LOVERS

They were out upon a picnic and were sitting in the sand.
The sun was shining brightly as he held her little--shawl.

As he held her little shawl, how swift the time did fly
The birds were singing sweetly as he gazed into her--lunch basket.

As he gazed into her lunchbasket, and wished he had a taste
He felt supremely happy with his arm around her--parasol.

With his arm around her parasol, how fortunate this young chap,
She felt supremely happy as she sat upon his--handkerchief.

As she sat upon his handkerchief, this dainty, sweet, young miss,
Her lips an invitation, he slyly stole a--sandwich.

MYSELF

I have to live with myself and so I want to be fit for myself
to know,

I want to be able as days go by Always to look myself in the eye.

I don't want to sit with the setting sun And hate myself for the
things I've done;

But I want to go out with my head erect; I want to deserve all
men's respect.

And here in the struggle for power and pelf, I want to be able
to like myself.

I don't want to look at myself and know that I am bluster, and
bluff, and empty show,

I never can hide myself from me; I see what others may never see,
I know what others may never know--I never can fool myself; and so
Whatever happens, I want to be Self-respecting and conscience-free.

You must live with yourself--the better job you do in moulding
your own character the better company you will have.

SO YOU THINK YOU'RE CLEVER

Condensed from The Reader's Digest, June, 1943

For Adult English Classes

1. If 3 cats can kill 3 rats in 3 minutes, how long will it take 100 cats to kill 100 rats?
2. I have two current United States coins in my hand. Together they total 55 cents. One is not a nickel. What are the coins?
3. Is it legal for a man to marry his widow's sister?
4. A monkey is at the bottom of a 30-foot well. Each day he jumps up three feet and slips back two. At that rate, when will the monkey reach the top of the well?
5. There are 10 black stockings and 10 white stockings in a drawer. If you reach into the drawer in the dark, what is the minimum number of stockings you must take out before you are sure of having a pair that match?
6. Take two apples from three apples and what have you got?
7. The number of eggs in a basket doubles every minute. The basket is full of eggs in an hour. When was the basket half full?
8. A shepherd had 17 sheep. All but nine died. How many did he have left?
9. Two fathers and two sons each shot a duck, and none of them shot the same duck. Only three ducks were shot. Why?
10. Find all the errors in this sentence: When the West Point plebe asked the sailor to return the wax for his (the West Pointer's) mustache, the sailor reached into his watch pocket and pulled out a hen's tooth instead.
11. What is the smallest number of ducks that could swim in this formation: two ducks in front of a duck, two ducks behind a duck, and a duck between two ducks?
12. We all know there are 12 one-cent stamps in a dozen, but how many two-cent stamps are there in a dozen?
13. A boat will carry only 200 pounds. How may a man weighing 200 pounds and his two sons, each of whom weighs 100 pounds, use it to cross a river?
14. A rope ladder 10 feet long is hanging over the side of a ship. The rungs are a foot apart, and the bottom rung is resting on the surface of the ocean. The tide rises at the rate of six inches an hour. When will the first three rungs be covered with water?

ATTENDANCE IN ADULT EDUCATION CLASSES

Subject	No. of Classes	No. of Teachers	Average Attendance Per Session			% of Total Attendance
			MEN	WOMEN	TOTAL	
Adult English for Issei & Kibei	12	7	47	155	202	23
Typing	3	1	21	67	88	10
Shorthand	6	3	20	94	144	13
Accounting	2	1	16	3	19	2.2
Journalism	1	1	4	6	10	1.1
Librarianship	1	1	2	13	15	1.7
English	2	1	12	10	22	2.5
Speech	2	1	8	31	39	4.5
Spanish	3	1	15	5	20	2.3
German	1	1	14	1	15	1.7
*Japanese	1	1	4	6	10	1.1
Human Physiology	1	1	2	4	6	0.7
Genetics	1	1	15	0	15	1.7
Tailoring	5	2	3	103	106	12.1
Agriculture	1	1	5	0	5	0.5
**Flower Arrangement	7	3	3	143	146	16.7
<u>University of California Extension Courses:</u>						
American Institutions	1	1	1	8	9	1.
Secondary Education	1	1	7	8	15	1.7
Music Methods	1	1	1	19	10	1.2
Industrial Arts	1	1	0	11	11	1.3
TOTALS	<u>53</u>	<u> </u>	<u>200</u>	<u>677</u>	<u>877</u>	<u>100%</u>

Men-----per cent of total 22.8
 Women----per cent of total 77.2

Popular lectures not included in above figures:

Current Events (in Japanese)	average	attendance	per	session	450
Social Science (in Japanese)	"	"	"	"	450
Current Events (in English)	"	"	"	"	25
Industrial Chemistry					30
					<u>955</u>
					<u>877</u>

GRAND TOTAL--1832

*Limited enrollment; for training Japanese language instructors.
 **Flower Arrangement classes transferred to Community Activities Division.

TEACHING STAFF

Evacuee Teachers:

Number of full-time teachers.....	17
" " part-time volunteer teachers.....	<u>6</u>
	23
Part-time appointed Personnel volunteer teachers.....	<u>9</u>
Total Number of Teachers	32

OFFICE STAFF

Staff Artist.....	1
Secretaries.....	2
Typists.....	2

Part-time volunteer motion picture operator (for educational films)..4

*Number of students taking one course.....	719
" " " " two courses.....	133
" " " " three "	18
" " " " four "	6
" " " " five "	1

(*Excluding those attending popular lectures.)

AGE DISTRIBUTION OF STUDENTS
ATTENDING ADULT EDUCATION CLASSES*

June 30, 1943

<u>Age</u>	<u>No. of Students</u>	<u>Age</u>	<u>No. of Students</u>
15	1	42	14
16	1	43	25
17	3	44	18
18	21	45	16
19	35	46	12
20	49	47	5
21	34	48	19
22	27	49	6
23	36	50	14
24	16	51	8
25	23	52	12
26	18	53	8
27	11	54	6
28	10	55	3
29	9	56	6
30	6	57	9
31	4	58	3
32	7	59	6
33	4	60	1
34	2	61	2
35	7	62	3
36	1	63	0
37	11	64	0
38	9	65	1
39	9	66	0
40	7	67	1
41	10		

Mean age 34
Median 41
Mode 20

*Excluding students attending the popular lectures open to the general public, and those whose ages were not recorded.

ADULT EDUCATION DEPARTMENT
Manzanar, California

W. Melvin Strong, Director

Memo to: Dr. Carter

Date:

From: Dr. Strong

Subject: Distribution E Report--Objectives IV and V

Contributions made by the Adult Education Department under objective IV, distribution E, "To Develop a Vocational Training Program Geared to Project and Relocation Need," includes the following:

1. ^{Under the subject is conducted a} A business college offering typing, shorthand, book-keeping, accounting, and business English, and enrolling as many as 374 students.
2. We have had as many as 106 students enrolled at a time in our tailoring course, including pattern making and designing.
3. We have a course in Cosmetology running on a 44 hours a week basis aimed at giving 1,040 hours of training. The minimum requirement in many states is 1,000 hours.
4. We have a course in cabinet making running 15 hours a week. Twenty-eight are currently enrolled in this course.
5. We have had 78 students complete a course in fingerprinting and police work given by our Center's Chief of Internal Security.
6. We just completed a course in cooking, given by the Home Economics supervisor, in which both young men and women were enrolled.
7. During the summer the Adult Education Department sponsored six home economic classes with a total enrollment of 180 students.
8. We have had a teacher training program going on since the beginning of the Center, under the direction of the University of California Extension Division, in which both elementary and secondary evacuee teachers have qualified for teachers credentials.
9. We have had as many as 840 people enrolled in Vocational and retraining courses. During the summer quarter this included 649 females and 191 males.

Adult Education Department contribution under Objectives V, "To Develop Facility in the Use of Conversational and writing English," includes the following:

1. We have classes in beginning, intermediate, and advanced English for Issei and Kibei especially. As many as 237 have been enrolled in these classes. In addition, we have classes in commercial English, Junior College English, and public speaking, for the more advanced students.

We are now conducting two classes in Basic English with an enrollment of 69 students. Conversation is our main objective in these classes.

Some techniques employed include;

- (a) the use of such games as Bingo in learning the numerals.
 - (b) We have held a series of 19 panel discussions to which these students have been invited.
 - (c) We have held several parties and picnics in which games, skits, and relays have been played. Instructions for these have been given entirely in English.
 - (d) We have an Adult English hall, with a secretary in charge, to which (1) English students are invited to come and write letters in English to friends or relatives outside. (2) In this hall are books and magazines on all levels of difficulty from first grade readers and My Weekly Reader, to Time, Reader's Digest, Current Events, and Modern textbooks and novels. (3) Anyone needing help with "homework", letters, reading material, and etc., may get it from the secretary in this Adult English Hall. (4) Conversation in this hall is done in English. All English students have an open invitation to visit this hall and participate in the activities there. (5) Several recordings in English are being provided for any students who desire to hear English spoken. (6) Pamphlets and mimeographed materials on various states and cities may be found in the Adult English Hall.
2. Movies have been shown under the direction of Adult Education with an average attendance of 2700 for a period of about 21 weeks.
 3. In the Visual Aids Museum:
 - (a) Exhibits of English work books, letters, booklets, etc., done in English classes are constantly on display.
 - (b) A workshop where teachers or students may come to study

charts, maps, insect cases, butterflies, rocks, and accumulated pictures and visual aid materials on many subjects is provided.

5. The Adult Education Department prepared and distributed 2600 copies of a 43 page, illustrated, mimeographed pamphlet entitled Why Relocate. This pamphlet was given to every family in the Center and sample copies were sent to the other center.

Melvin Strong

MANZANAR WAR RELOCATION AREA
Manzanar, California

ADULTS AT SCHOOL

By Genevieve W. Carter
Superintendent of Education

When I began to think over the appropriate words to say at this very important gathering, I thought of a verse from a poem. I learned this poem as a child and I taught it to my classes of children when I was teaching. This beautiful poem is written by Oliver Wendell Holmes, an American poet, and is called "The Chambered Nautilus." It seems appropriate as a theme for this class whom we are honoring tonight. One of the verses reads like this:

Build thee more stately mansions,
O my soul
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea.

If we take this one verse of the poem and put it in more simple language, this is the story, "Let each of us build up and improve ourselves every year that we live. Let each year's improvement in our living be greater than what we have done for ourselves the year before. Let us keep on bettering our lives, keep on learning and improving until death sets us free." The poet compares the life of the chambered nautilus, a spiral shell fish, who builds a new spiral for his shell-mansion each year. And each year the new spiral he has built, improves and enlarges the mansion in which this little sea animal lives.

As adults here today you have shown us that you, too, have built on to your life a new spiral, which has enlarged and developed your capacity for living. This little poem also tells us that we can keep on building better temples each year until it is time for death when we then leave the shell by "life's unresting sea!"

Not many years ago we believed that learning began, when the six year old child started to school and ended when he graduated from high school or college. Today we know this is not true. Learning goes on all through the life span. Opportunities for learning begin with birth and do not end until death. Parents create opportunities for the baby to learn. It learns to speak, to learn about people and to learn good living habits. The nursery school is his first education outside of his family. This supplements and adds to the training his family gives him. Then he goes to school, elementary, high school and college. School is not only for children, and not only for those who want a certain degree or a diploma. A good school will teach the things the people of its community want and need to learn. The best learning is that learning which helps a person to live and work better in his community. The highest type of teaching that can come from a school is to make useful learning possible. Learning to speak English, the language of country in which you have lived all these years, is the most useful education you can receive.

You people who are here tonight best know the reasons why adults in Manzanar want to learn English. If I were to list these reasons, I would say:

1. When the parents learn English it brings the issei and the nissei closer together. This gap is lessened when children and parents can speak the same language.
2. You want to learn the language of the country in which you live.
3. You want to be able to read the newspapers and magazines so you can keep up with this fast, changing outside world.
4. You want to learn to read and write letters so you can read and write letters from your sons and daughters who go out on relocation or from the sons who are already in the army.
5. You want to read directions for the new dress patterns and new crochet patterns you buy at the canteen.
6. You want to be able to listen and understand the speeches given by Mr. Merritt, by teachers at F. T. A. meetings, or the lectures given by the nursery school leader. To understand what is said without the interpreter makes you feel sure of hearing everything.
7. You want yourself to be able to be of service to your community and help work into the jobs that the young people are leaving. Now, more than ever, it is important for the issei to learn English so they can fill the jobs left vacant by the relocation of the young people. We are going to come to these classes and ask for workers to take these important jobs because you have shown this interest and desire to improve yourself and make yourself more serviceable to your community.

I sincerely offer my congratulations to this group of earnest students. You have met to continue your study of English for three times a week for a year's time.

Not only have you been faithful in your attendance at your classes but you have carefully spent many hours at home in preparation and study. We all must give credit to the ambition of older people. It is easy for the very young to be ambitious but it requires a strong character for the older people to be ambitious enough to begin a study of a new language. More determination is needed and by this year of consistent study you have shown everyone that you have that determination.

You were the pioneers last May when these classes were first organized under Mrs. Nishikawa. Now that we have more room for classes, we are enlarging our enrollment. The standard you have set will mark a goal for the new English pupils to meet. By your advice and your accomplishments you can encourage more Manzanar people to join our English classes.

The hundreds of people, who saw the Education Exhibit at 8-15 last month, saw the fine exhibit of the samples of the work and letters of the Adult English classes.

There is much credit and praise due to our supervisor, Mrs. Nishikawa and to her able staff of teachers. I am sure this class of adults join me in the praise and appreciation of the splendid work they have done so faithfully. One thing needs a special comment. Never have I seen a group of teachers work so cooperatively and happily together. This is one group of teachers about whom I have never heard any whispers of internal trouble. They are always congenial and loyal to each other.

In closing tonight, we have this reminder before us. The proof that adults can learn a new language is evidenced tonight by the presence of these 80 or so people before us. I give you my congratulations and best wishes for the work you have already completed and the additional work you are to do in continuing the study of the English language.

ADULT EDUCATION DEPARTMENT
Manzanar, California

W. Melvin Strong, Director

Memo to: Dr. Carter

Date: July 7, 1943

From: W. Melvin Strong

Subject:

We were very much impressed with the accompanying articles pertaining to relocation. We should like to see them, or parts of them, mimeographed and distributed to the residents of Manzanar. We believe that in order to secure the widest possible distribution, the articles should be made a supplement to the Free Press and distributed to every family.

Articles of this sort would help carry a conviction of understanding and friendship on the part of those on the "outside," and would do much to break down the fear and uncertainty which are the emotional obstacles to relocation.

You are no doubt aware that evacuees at Manzanar are constantly subjected to unwholesome articles and editorials that appear in the newspapers of Los Angeles. If the residents could be made to realize that they are not without friends, much of their suspicions and anxieties would be lessened.

If mimeograph stencils and paper could be provided, we should very much like to assume the responsibility of selecting and preparing articles of this nature for mimeographing and distribution as a supplement to the Free Press once or twice a month.

WMS
W. Melvin Strong
Director, Adult Education

EMPTY THE RELOCATION CENTERS!

By Kirby Page

It has been my high privilege to visit nine of the ten war relocation centers, where more than 100,000 individuals of Japanese ancestry are now interned. The centers I visited are located in California, Arizona, Arkansas, Colorado, Idaho and Utah. My schedule did not permit me to reach the center at Hearl Mountain, Wyoming.

My impression is that an extremely bad policy is being administered with efficiency and moderation by the War Relocation Authority. The officials of this agency, both men and women, are for the most part persons of ability and fine character. Many of them possess deep insight into the problems involved and are sympathetic in the highest degree with the evacuees. Nowhere else have I heard the evacuation policy more vigorously condemned than by men in high place within the centers. Once I heard the exclamation, "The whole thing is an outrage!" Many of the teachers are returned missionaries from Japan.

Life in the Barracks

The barracks, though they stand in desolate areas, are new, clean, dry--and terribly crowded. The entire space allotted to a family is 20 by 25 feet, in which as many as eight members may be living. The food is of good quality and ample in quantity, but the usual practice is for 200 to 300 persons to eat together in a large mess hall. Thus the significance of the family is broken down. The toilet and bath facilities provide little privacy. At least three centers become terribly hot in the summer. Three others are bitterly cold in winter, while two more are frequently bogged down in mud.

The evacuees have adjusted themselves to this strange and unfavorable environment in a remarkable way, usually with high efficiency and good temper. One marvels at the manner in which a bare section of a barracks has been transformed into artistic living quarters. Home-made furniture, rugs, screens, shelves and wall decorations work miracles. Many walls were decorated with paintings by members of the family. In several centers I saw exhibits of artificial flowers so realistic that it was difficult to believe that they had been fashioned by human hands. I saw intricate carvings made from desert hardwood or from cypress collected in the swamps. Rock gardens abounded. One evening I attended a concert and heard music of a high order.

Some of my audiences had in them a large proportion of college graduates, with a generous sprinkling of Ph.D.'s. In three different centers I met members of one remarkable family which had become separated in the evacuation. The elderly father was a tailor, a man of such energy and frugality that he was able to send all his ten children to college.

Nine of them have already graduated--four with Ph.D. degrees. Never in my life have I spoken to more alert and appreciative audiences. The high school assemblies were extraordinarily mature in responsiveness.

I was constantly encountering graduates of recognized theological seminaries. And so often was I greeted with the words, "I met you at the Asilomar student conference"--or the Seabeck or Lake Geneva conference--that I began to wonder whether I had run into a reunion of old conference-goers. Many a lively discussion did I have with the assembled pastors of a center's Protestant churches.

Honest and Loyal

So widespread has become the slanderous indictment of an entire people as dishonest and treacherous that I constantly made inquiries among Caucasian friends in the centers as to their own experiences in this respect. The testimony was prompt, vigorous and unanimous. One official reminded me that only the day before he had without hesitation cashed a \$50 check for an evacuee who was going out for employment. He said that he had cashed countless checks for the residents and had never lost a nickel, adding dryly that in some other situations he had learned to be cautious about cashing checks. Another official told me of an incident which occurred outside the evacuated area: A Caucasian casually remarked to a nisei friend of his that he had lost \$20 by cashing a check, for another person of Japanese ancestry. Whereupon he was handed \$20 in return for the unpaid check, although the defaulter was a total stranger to the individual who insisted upon making restitution as a means of maintaining the integrity of his group.

Truck-Driving Missionary

The experience of one of my friends is impressive. Herbert Nicholson, after twenty-five years of missionary service in Japan with the Quakers, is now running a free trucking service in and out of Los Angeles to the Manzanar, Poston and Gila River centers. He does every conceivable type of shopping and errand-running for many of the 35,000 residents of these centers, and hauls everything from pianos to canary birds. On one return trip he carried with him for burial the ashes of a friend's beloved son. He is entrusted with keys to safety deposit vaults and is sometimes authorized to sign valuable papers. He visits sick relatives in Los Angeles hospitals. Twice he has made long tours of concentration camps, bringing and taking messages for husbands and sons behind the barbed wire.

I rode with him from Pasadena into Poston and Gila River, with a box of cut flowers and three dogs on top of the load. The appearance of his truck in camp was greeted like the arrival of Santa Claus. Truly he is a glorified messenger boy! And

for this manifold service he makes no charge whatever. But his efforts are so appreciated that he is constantly in peril of being overpaid. A dozen times I heard him arguing with friends that the amounts offered were excessive, and saw him handing back a substantial proportion of the sums offered. He no longer dares to accept a sealed envelope; it will surely contain twice as much as the proper amount for transportation costs.

Morale Is Slumping

But--and this point deserves the utmost emphasis--however amazing the adjustment the evacuees have made to their strange and fearful situation, morale in the camps is slumping sharply and character is deteriorating. The reasons are plain. No real family life is possible under the conditions of housing found in the camps. The work occupying many of the residents is not of sufficient importance to bring satisfaction, and meaningless labor is demoralizing. Unequal pay for equal work reduces zest and efficiency. Resident teachers receive from \$16 to \$19 per month plus room and board, whereas imported teachers receive \$150 to \$200 per month. Even famous surgeons get no more than the resident teachers. Parental influence is diminishing with the steady breakdown of the family. Hopelessness and despair are strangling many lives. One young woman exclaimed, "I feel as if I had been dropped down in a vacuum. Nobody wants me anywhere."

The feeling of reckless irresponsibility is deepening. The sense of rank injustice is generating intense bitterness which eats like a cancer at the character of many a young nisei. Confidence in the ideals of America is being destroyed in the minds of many of these 70,000 American citizens, few of whom were even accused by the FBI of any form of disloyalty to the United States before they were interned without trial and without due process of the law. Faith in American ideals is not dead, however, for the belief is general that the Supreme Court of the United States will yet declare unconstitutional the entire procedure of wholesale internment of American citizens.

Yardstick of Loyalty

Of course there were traitorous and disloyal individuals in the Japanese-American communities. But the FBI has long since ferreted them out. Even in the face of the treatment accorded them, only a fraction of the entire group has had a charge of any kind made against them. Much has been said about the high proportion of disloyalty revealed by the answers to the questions recently asked in the camps in connection with the enlistment of Japanese-descended citizens in the United States army. But I was told repeatedly that the timing and other circumstances surrounding the circulation of this questionnaire were such that it made a very unreliable test of loyalty. The setting up of a special segregated battalion of Japanese-Americans roused deep resentment, it being taken

as another evidence of discrimination on racial grounds. The fact that more than five thousand nisei were already enrolled in the regular armed forces had set another standard. Segregation in the army, like segregation everywhere else, is resented by those who are segregated. Unfounded charges of disloyalty made in Congress and in the newspapers have intensified the rankling sense of flagrant injustice.

The moral is plain: We must help the War Relocation Authority to get the Japanese-Americans out of the relocation centers as rapidly as possible, and aid them to find remunerative work and housing in unsegregated areas. Write to the War Relocation Authority at 226 West Jackson Boulevard, Chicago, for detailed information. Or write to the American Friends Service Committee, 20 South 12th Street, Philadelphia, or to the Fellowship of Reconciliation, 2929 Broadway, New York city.

A most fruitful way of helping in this important undertaking is to increase the opportunities for students to enter the hundreds of colleges and universities which have been approved by the authorities. Well over a thousand young nisei are already in schools, but other qualified students remain in the camps in enforced idleness. It is also important to work incessantly to create the attitudes which will welcome these fellow Americans and their families as citizens and equals. This is particularly necessary in the numerous communities where work is available for Japanese-Americans but housing is denied them. In addition, we can create public opinion in favor of a policy of restitution and compensation for losses sustained by the evacuees. These losses in many cases have been very substantial.

Grateful to Churches

All of this comes home to the churches. They have won the respect and gratitude of the nisei since the evacuation. Let us go on and abolish segregation by welcoming into all our congregations these fellow Christians. Why not employ these well trained graduates of reputable theological schools as co-ministers of great churches? Why have so few churches attended by Caucasian Americans ever been served by a Japanese-American minister? Can the reason be that no person of Japanese ancestry can possibly qualify to serve a church composed chiefly of persons of European ancestry?

It is high time that we who call ourselves Christians should stop classifying human beings according to the birthplace of their ancestors or the color of their skins, and recognize all peoples as kinsmen. That means that in jobs, housing and civic status we must treat them not only as brothers but as equals. Our churches must lead by example. Democracy as a way of life is precious enough to be practiced. And Christianity is far more effective when followed with fidelity.

Excerpts from a talk given at the W. R. A. Educational Conference, April 6, 1943, by Harold S. Choate, Relocation Supervisor for the Denver area--

Leave Clearance and Indefinite Leave Procedures. It has been necessary to have a procedure whereby we could satisfy military authorities and Department of Justice officials that the internal security of the country is not jeopardized by release of persons of Japanese ancestry. Leave Clearance is extremely valuable in reassuring the public that those Japanese they saw on the streets were safe Japanese. This is invaluable in allaying distrust and fear, which were the primary emotions behind the evacuation.

Organization of the Relocation Offices. There are five Regional Territory Relocation Offices, with a total personnel of 1,509 officers. These are located in Denver, Salt Lake City, Kansas City, Chicago and Cleveland. Each of the main Relocation Offices spreads out through its territory, and has from 8 to 11 outside or Field Offices which are in charge of a Relocation Officer and an assistant. They are the eyes and ears and the muscles of the Outside Relocation Program.

The functions of the Territorial or Regional Relocation Office are to coordinate and direct activities of the Relocation Officers in the Field Stations. Another function is the liaison work between the Regional and Field Relocation Offices and the War Manpower Commission and Uses, the U. S. Department of Agriculture, large employers, state governments, and the projects. They have a general responsibility for public relations and publicity through the area.

Determinations are made, on the basis of reports from Field Relocation Officers, of unfavorable communities and to furnish this information to the Project Directors.

The employment opportunities in the area are analysed and this basic data is furnished to the Vocational Retraining Committee at Washington for their guidance.

Some of the functions of the Field Officers are to investigate employment offers in order to maintain fair standards of housing accommodations, wages, and working conditions. Investigation is made to ascertain local community sentiment and, where advisable, public relations work is done by means of educational talks, publicity, individual discussions to develop a favorable attitude toward the relocation program among church groups, the press, farmers organizations, business man, and public officials in his district. He also aids in maintaining good labor relations and in mediating disputes between employers and evacuees. He aids the evacuees in keeping employed, and in their social adjustment to the problems of relocation.

Activities and prospects in field of employment. In the

Salt Lake and Denver territories the opportunities are heavily agricultural. There are not so many opportunities for industrial and professional placement. We need to shift people already here to higher class occupations.

In Kansas City, Chicago, and Cleveland there are many more opportunities for technically trained persons. There are about 4,000 persons out now on indefinite leave and in permanent employment now.

I believe that dispersal is the solution to the minority problems. If we can give Coloradans and New Mexicans and others a chance to know what the nisei are like by the close contacts of working with them, eating with them, going to church or school or theaters with them, much of the prejudice will disappear.

Concretely, what sort of employment is available? What may become available in the future? Here is what we find in Denver: 2 chemists at a railroad company and plastic manufacturer; 1 accountant at Farm Security Administration; 8 stock clerks at OEMA and private jobs; 4 photographers, retouchers and kindred employment; 2 receptionists-secretaries in dentists' office; 2 beauty operators; 2 wholesale clothiers; 1 hardware clerk; 5 secretaries; 6 stenographers; 3 mechanics--auto--15 assemblers of cases at Robbins Incubator Company; 6 assemblers at Ace "ox Co.; 5 engineering assistants; 8 secretaries and stenographers in federal agencies; 15 stenographers and translators and radio speakers at OWI; 100 language instructors at the Navy Language School in Boulder; 5 pressers and spotters; 12 florists and nursery workers; 1 florist designer; 3 power machine operators;--manufacturing flags etc.

We have many requests now for workers of those skills, particularly high class auto and tractor mechanics. All of the skills required in the cleaning industry are very much in demand and several establishments are willing to use our people. Dental technicians are also requested.

It is believed that opportunities can be developed for doctors, dentists, beauticians, hair stylists, machinists, registered nurses, laboratory technicians and possibly draftsmen, electricians, as well as additional jobs similar to those already occupied by evacuees.

Excerpts from a letter dated June 11, 1943, to Ralph P. Merritt from Robert M. Cullum, Relocation Supervisor for the New York Area--

The recent release of names cleared to come to the Eastern Defense Command from the centers provided a real lift. We hope that additional names will be forthcoming shortly. Without being rash, we think we can place an almost unlimited number in almost all kinds of work. The building trades are one exception. This work is very slack. Social work and teaching are others. Finding a niche for professional people--dentists, lawyers, doctors and business men--will not be simple or an overnight proposition. I am convinced that it can be done. Not always at salaries formerly commanded. But on a foundation from which to build. In many ways it may be easier for trained but inexperienced persons with Eastern Defense Clearance or War Plant Clearance to find suitable work than was the case before evacuation. You will not find this office sympathetic to placing professionally trained or skilled workers in domestic jobs. The need of the nation for trained personnel comes first. Unions are friendly.

Housing is no difficulty in New York. The City is cosmopolitan. Newspaper coverage is predominantly sympathetic. Public attitudes are friendly, or in many respects, better yet, neutral. (By that I mean the individual may expect to go about his business with neither a blanket of sympathy nor hostility to contend with.)

The New York Advisory Committee for Japanese-Americans, 11th Floor, 150 Fifth Avenue, is prepared to arrange temporary housing and to help find a permanent abode. It has also arranged with Traveler's Aid to meet trains. Persons wishing this assistance should write the Committee directly. We hope that a hostel will be set up shortly.

We are receiving numerous inquiries concerning employment. These have been answered as quickly as possible and a request made that the persons be considered for EDC clearance, or vital war plant clearance, as the case may be. We hope too that others on these lists, who have not yet decided upon their new location will write us. We will be willing to have a limited number come on for face to face job hunting. Certainly we can immediately place those with mechanical skills who have war plant clearance.

Wages and salaries are relatively low here. A union shop to which we have made referrals starts in at 50 cents per hour, which may be typical. An experienced stenographer starts at about \$25.00 per week. Domestic rates are comparatively high, ranging for experienced persons from \$60 to \$100 per month for singles, \$120 to \$200 for couples, with board and room provided.

I hope that the many who have written will not become entirely discouraged. We are starting off slowly, letting openings come to us until we have people cleared and available. Then we can expand more surely, working to conserve war-vital manpower by placement at highest skill. EDC clearance, the most immediate obstacle, seems to be breaking.

MANZANAR, CALIFORNIA

March 7, 1944

TO: John H. Provinse, Chief, Community Management Division

FROM: Dr. W. Melvin Strong

SUBJECT: Combined Adult Education and Vocational Training Report--Distribution E

The Adult Education department at Manzanar had its beginning almost immediately upon the establishment of the Center. Within a few days after the evacuees arrived at Manzanar a number of adult English classes were organized for kibel and issei. Within three months, eighteen classes were being conducted. In September, 1942, these adult English classes and other adult classes, that were added as need developed, were formally accepted as a part of the Community Services Division.

Since that time the Manzanar Adult Education Department has had a steady and encouraging progress. Our high was probably reached in the summer of 1943 when we had were offering 73 classes in 34 subjects, taught by 40 well qualified evacuee and appointed personnel teachers, and enrolling 2093 students.

In our choice of subjects we have always aimed to meet the needs of residents. We have had a standing slogan that we will provide a class in almost any subject upon the request of 12 or more students. As a result the adult education program developed many phases, vocational, academic, university extension, junior college, and visual education.

Among the several hundred people who have relocated since the summer of 1943 have been several teachers of the adult education staff, two complete turnovers in office force, and a great number of students of adult education classes. We find ourselves right now, March 1944, unable to recruit qualified teachers for typing, shorthand, surveying, radio repairing, refrigeration, and adult English courses for which we have twelve or more additional requests for new beginning courses that we are unable at present to supply. Segregation took four adult English teachers in February and we are having difficulty replacing them with qualified teachers.

Student relocation has made possible the transfer of 45 students to outside universities who, otherwise, would be interested in, and probably enrolled in, our junior college program. In spite of this group's relocation, however, we just finished the fall semester of the junior college with 107 enrolled for credit and 87 enrolled for auditing.

John H. Provinse
March 7, 1944
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Though the enrollment has fallen off considerably, we still have nearly 500 people attending Current Events Classes regularly.

We have just completed a series of 19 panel discussions dealing with such topics as Dual Citizenship, Nisei in the Armed Forces, Are Nisei being Assimilated, Democracy--its Strength and Weakness, The Four Freedoms, Analyzing the Newspapers, Mid-Western and Eastern Cities, and others. A new series is to begin March 29 under the general title of AN AMERICANIZATION PROGRAM. This will include eight panels in English to be followed by four in Japanese for issei, especially.

Movies have been shown under the direction of Adult Education over a period of 21 weeks to an average audience of about 2700 issei, nisei, and kibel. These movies have included eight units of the WRA Relocation Films.

Since the beginning of the Center we have been especially concerned about developing facility in the use of conversational and written English. As many as 237 have been enrolled at one time in beginning, intermediate, and advanced English classes, besides those enrolled in junior college English classes and commercial English. Two new classes in Basic English have just been started with an enrollment of 68 students. Probably next to vocational courses adult English classes have received the greatest emphasis of the department.

As many as 106 students have been enrolled at a time in our tailoring class--pattern making and designing. Though these courses have had a vocational emphasis many of the students taking them have done so purely for the personal development, individual values, involved, with no vocational outlook as such.

We have a course in cosmetology running on a 44 hour a week basis aimed at giving 1,040 hours of training that will meet the minimum of 1,000 hours required in most states. After these students have had 600 hours of class work they are put on the apprenticeship program where they serve patrons for three months, after which time we certify their training and release them for employment, either in the center beauty shop or on the outside.

A course in cabinet making, enrolling 38 students, has been going for several weeks on a 15 hour a week basis.

We have had 78 students complete the course in Fingerprinting and police work given by our Center's Chief of Internal Security.

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A new class recently got under way but the enrollment is small.

A teacher training program has been going on since the beginning of the Center, under the direction of the adult education department and sponsored by the University of California. Both elementary and secondary evacuee teachers have qualified for teacher credentials under this program. The last of these classes terminated in January, 1944.

Though our business college has included high school, junior, and senior commercial majors it has given training in typing, shorthand, bookkeeping, accounting, commercial English to a great number of post high school and non-high as 374 at one time.

Within the next two weeks we expect a teacher of auto mechanics and needed tools for our long planned auto mechanics course. Besides serving 18 adult youth in a fifteen hour a week evening program this course will be given to about 18 high school seniors in the afternoons.

We have done much planning and talking, in the vocational training committee especially, about an apprenticeship program. Twenty-five young people have been doing apprenticeship training since December 15 but not until March 1 have we been successful in getting them officially assigned and on an apprenticeship payroll. Now that the program has been officially accepted and an apprenticeship fund set up we expect to add several additional trainees in the near future.

In this entire program we have continuously aimed to meet the changing needs and interests of the community being served. With relocation as our major goal we have realized the need for vocational efficiency and fluency in the use of the English language, and have geared our major offerings accordingly. We have been mindful, however, of the need for Americanization and for general cultural and intellectual development.

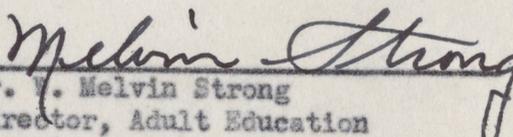
Now, with the new vocational emphasis on the adult program we desire to expand as much as possible in this area. We are attempting to provide courses in surveying, refrigeration, radio repair, typewriter repair, electrical appliances, and firemanship. Teacher shortage and scarcity of supplies are serious obstacles in the way of most of these. We shall continue to work at them however.

John H. Provinse
March 7, 1944
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The present vocational offerings in our program includes cosmetology, business college, cabinet making, librarianship, tailoring, and the apprenticeship program. Auto mechanics will shortly be added.

The adult education program will continue to stress adult English, Americanization courses, the junior college, visual education, panel discussions on topics of current interest, and the current events course being attended by around 500 individuals every Monday night.

Our objectives in both areas of the adult program shall continue to be rooted in the changing needs of Center and American life and in the changing interests of those desiring to participate in any part of the program. Continued preparation for relocation will probably continue to be our overall objective.


Dr. V. Melvin Strong
Director, Adult Education
Vocational Training Supervisor

December 1, 1943

MEMORANDUM TO: Mrs. Lucy Adams

FROM: Clyde L. Simpson
Mr. Saks
Mr. Heath
Mr. Barton
Dr. Strong

SUBJECT: Americanization program
Committee Meeting

The committee that you appointed to consider some type of Americanization program for the people who have been placed in the "deferred" Leave Clearance group met Monday evening, ~~November 29, 1943~~, for several hours and discussed the problem.

In considering the problem, it was agreed that the people who must be considered fall into several different categories. They range in age from seventeen to possibly fifty, with the majority probably between the ages of seventeen and thirty. In language ability they range from those having the ability to speak excellent English to those having no command whatsoever of the English language. In interests they range from a group of young people interested in young people's affairs to older men and women interested primarily in their immediate family problems. In American culture they range from people with considerable background in American history, principles, and ideals to people who have lived much of their lives in Japan and know nothing of the United States, other than that they are citizens. In emotional stability they range from very stable to neurotic. Many have expressed their loyalty to the United States, and others are not certain as to exactly where their loyalty rests.

It was agreed that it was necessary to acquaint the entire "deferred" group not only with the country in which they live but also with their own immediate problems

of living in the United States. It was felt that all those who do not know the English language are faced with a particularly difficult task of becoming acquainted with American customs and ideals because their language handicap continually places them in association with those who have primarily a Japanese cultural background. Those who have lived the major portion of their lives in Japan, even though they speak the English language quite well, have not had the opportunity to learn very much about the United States because most associations have been with the people who have also had a Japanese cultural background.

After considering all these problems, the committee agreed that those who cannot speak good English should be enrolled in some type of English class. Many may enroll in Adult English classes that are already established. However, it was thought that for others, it might be necessary to establish one or more English classes which would be scheduled at a time satisfactory to those who would attend the classes and geared to their special needs. It was suggested that a nursery school center might be utilized for the care of children so that mothers and fathers could attend the class without fear for the welfare of the family. Some type of American history class might also be started for those who are interested. This class should be organized around an activity program which would create and hold the group interest.

The committee agreed that both the English classes and the United States history classes would of necessity be a part of a long-time program and would not entirely solve the problem or serve the purpose desired. First, there is too wide a range in language ability to set up a history class that would suffice for all. Second, a program stretched over a long period of time would hold the interest of only those who are particularly anxious to learn more about the United States and its background. Third, most of these people will have to have their interest stimulated before they will be at all interested in any type of formal or informal classwork.

With this in mind, the committee suggests, for the first part of the Americanization program, a short, eight-week program, dealing with problems that are of immediate vital interest for the entire group. By setting up eight lectures on problems of immediate interest, it is felt that United States history, culture, ideals, and principles may be interpreted to the group. If handled

well, these lectures might also be the means of stimulating interest in the group to go ahead with other types of Americanization instruction.

The following eight suggested topics are vitally interesting to every person in the center, particularly those in this "deferred" group. Each topic affords an opportunity to interpret many of the unsolved questions in the minds of the evacuees and to delve into a historic background in the development of the United States.

Each lecture must be carefully planned and delivered by one in whom the audience has explicit trust and respect, and one who has the ability to prepare carefully and to deliver the talk interestingly. Various types of visual aid material should be used to help interpret the lecture and create interest. Attendance to the lectures should not be compulsory but should be understood that it will be taken into consideration in granting Leave Clearance.

TOPIC I -- THE FUTURE OF MINORITIES IN AMERICA

It is hoped that Mr. Merritt will accept this topic and in his discussion, lay the groundwork for the seven following topics. The committee has no outline or suggestions to make, having full confidence that Mr. Merritt, in his very excellent manner, could handle this discussion.

TOPIC II -- WHAT MAKES MINORITY DISCRIMINATION?

Sell the idea that all minority groups are subjected to the same problems. The Japanese are only one of the many minorities, and the United States is made up of minorities. The minority problem for one particular group will not be solved until all minority problems are solved. It is the duty of all minority groups to adjust to the country in which they live and not the obligation of the country to satisfy the cultural background of the minority. Sample groups of minorities, conditions,

that cause minorities, and problems that all minorities face, might also become part of the discussion.

TOPIC III--WHY WAS EVACUATION?

This should be an explanation rather than a justification. Probably the official W.R.A explanation should serve as the basis for the discussion. Such problems as the possibility of invasion of the Pacific Coast, the protection of the Japanese people from the wrath of the public, protection of the country from enemy aliens, location of Japanese property along the Pacific coast, public opinion and public pressures, might all be discussed. A series of reasons as to why the evacuees cannot go back to the Pacific coast during the war is also a vital, interesting phase of this topic.

TOPIC IV---WARTIME SACRIFICES

The sacrifices made by the Japanese people are different but probably no greater than those that are being made by most Americans during the war. Thousands of businesses have been closed. Hundreds of thousands of dollars worth of property has become valueless. Millions of sons and fathers have been inducted into the Army. Many heartaches are being caused by delinquency problems. All these things coupled with the increasingly high cost of living and inability to buy what many consider the necessities of life demands a great sacrifice from all citizens. It might even be wise to touch upon the possible attitude of the American public towards any group who has the opportunity and does not accept the challenge to go out and share the responsibilities of the American public in general.

30,000,000 relocation

TOPIC V ...WHAT IS CITIZENSHIP?

A complete discussion of the rights, privileges, and obligations of any citizen should be the core of this lecture. The development of citizenship in a democracy, the voting privilege and the problem of dual citizenship are all vital to the discussion.

TOPIC VI ...WHY ARE WE AT WAR?

Practically the entire group that we are considering can see little reason for the war nor little reason for an Allied victory. They are inclined to justify Japan's position and feel that it was necessary for her to go to war in retaliation for the sanctions applied by the United States. They seldom look to the reasons for the sanctions. All the reasons why we feel that an Allied victory is essential to the American way of life and the future of this country should be discussed. These should include the four freedoms, the Atlantic Charter, and the reasonable explanation of a just peace.

Loyal reconciled with
TOPIC VII ...FAMILY ~~VERSUS~~ NATIONAL LOYALTIES

If they are to live in American, the Japanese people must be made to recognize the national loyalties are more important than family ties, especially for adult citizens during war times. No citizen can swing from loyalty to disloyalty on the basis of what his parents say and live as a free man in any country. The Japanese American people must be made to realize that they must learn the American language and live the customs of the American people or they will not gain the confidence of the American public. The American way of life includes various principles and all minority groups must adopt these principles in order to have a successful and happy life in this country. The family situation of many Japanese is not American. Tule Lake is a sad commentary on family ties being more important than national ties.

TOPIC VIII ...WHAT IS OUR FUTURE IN AMERICA?

It is again hoped that Mr. Merritt will accept this topic and not only give a summary of all the lectures but discuss the future of America and its people.

Clyde L. Simpson
Committee Chairman

FILE

REPORT FOR:

Lester K. Ade
Educational Consultant
War Relocation Authority
Washington, D. C.

RE: Adult Education at Manzanar

Charles K. Ferguson

February 1, 1943

FUTURE PLANS

The Adult Education Department at Manzanar is at present continually expanding. We are still quite far from fully developed. We have so far succeeded in establishing two major divisions, ie, Adult Education and the Junior College. The former attracts older people in the main while the latter attracts largely younger adults. Attached are schedules of classes for both divisions together with total enrollments broken down into male and female components. Our expansion is guided by community demand for specific courses and by the availability of capable instructors.

As to the Junior College, several Junior Colleges in the State have already agreed to accept our credits. The State Department of Education is going to inspect our facilities and will issue a document certifying that we meet all the standards and requirements for accredited Junior College work in the State of California. If we pass investigation, and we intend to, we can reasonably expect that our work will be acceptable to institutions of higher learning in California and throughout the Nation.

VOCATIONAL EDUCATION

At the moment we are working to develop the third section of our department--vocational education. We are now conducting training in carpentry, domestic science, agriculture, nursing, police work, guayule, tailoring (pattern drafting), garment work, etc. We are working to expand this program considerably and to gear it to relocation. In the field of agriculture, we are trying to work out an arrangement with the local school district so that we may become part of the Federal Government's Emergency Defense Training Program, the O.S.Y.A. In industry we should like to begin training courses in auto mechanics, electricity, etc, etc, etc. We are planning a meeting of the heads of various departments on the projects to determine how they can lend their facilities to a total vocational training program.

ADDENDA

Week before last, Adult Education Personnel held conferences on Monday and Tuesday morning. The first morning the topic considered was "Problems and Progress of Manzanar Adult Education To Date". The second morning Dr. Robert Gibson of the Washington Office acted as chairman for the topic "What Should be the Aims and Objectives of Adult Education at Manzanar?"

Our Mr. Kazuyuki Takahashi who teaches Human Physiology and Hygiene is planning a practical lecture on camp hygiene that is very much called for here. We will schedule this lecture successively at different mess halls for people of individual blocks.

SPECIAL LECTURES, OPEN FORUMS AND OTHER PROGRAMS

(1) Attached is a copy of our Sunday Evening Lecture Series. We are now planning a parallel series to be given predominately in Japanese and constructed to attract and occupy Issei.

(2) We have had a series of Open Forums before we began the above Series.

- (a) Our first two forums were primarily for Caucasian personnel and were aimed at familiarizing them with the history, immediate background, and problems of the Japanese in this country. The first forum was addressed by Mr. Tom Yamazaki who spoke on the "History of the Japanese in this Country" and Mr. Frank Chuman who spoke about Nisei problems and conflicts.

Mr. Harvey Coverley, Acting Project Director, addressed the second Open Forum on the "Background and Policies of the W.R.A."

- (b) Mr. Frank Wilkinson, Manager of Ramona Gardens Federal Housing Project in Los Angeles addressed an Open Forum on common problems of American minority groups. Mr. Chauncey Alexander, Psychiatric Social Worker, formerly employed at the California State Insane Asylum at Patton addressed the Forum on "Mental Health" with particular reference to problems at Manzanar. Excellent discussion followed.
- (c) Mr. Howard Beale, West Coast Director of the National Student Relocation Council, and some members of his staff addressed a group on "Student Relocation".
- (d) Mr. Bob O'Brien, National Director of Student Relocation, addressed another group on conditions for relocation in the east and middle west.
- (e) Mrs. Miya Kikuchi addressed the Inter-Collegiate Association, a group sponsored by Adult Education, on her experiences in the east and midwest on a recent trip to a Y.W.C.A. convention.
- (f) An Open Forum on "Relocation" was called to be addressed by Mrs. Lucy Adams and by three beet workers who had been out on furlough. After meeting, it was thought best to adjourn because of the events at Manzanar on the night of December 6, 1943.
- (g) We had an Open Forum and panel discussion on Youth Problems at Manzanar. Speakers were Mr. Williard Schmidt, Chief of Police; Mrs. Margaret D'Ille, Head of Social Welfare; Dr. Genevieve Carter, Superintendent of Education; and Mr. Sho Onodera of the Social Welfare Department.

(h) Reverend Fred Fertig of Los Angeles who has had long experience working with the Japanese addressed an Open Forum on "The Nisei Part in the Post-War World".

Mr. Shig Takeda and Mr. Ralph Smeltzer also addressed this Forum. Mr. Fertig talked with a group of teachers concerning the psychology of resident Japanese.

*It should be noted that the Manzanar College Association, with a membership of 125, is a branch of Adult Education and as such sponsors various lectures and meetings.

REPORT OF ENGLISH CLASSES

English classes in the Adult Education Department here in the Manzanar camp has been functioning since May 15, 1942.

As to the material we have been using, at first we had a few pamphlets on Americanization issued by the W.P.A. in their program. Along with that, we had some books on American History sent to us. We had been using these as resource material in making up our lessons especially for the advanced classes. These lessons have been based on the early history of this country.

Our classes are divided into three groupings, the Beginners, the Intermediates and the Advanced. The Beginners are starting with the A, B, C's so it is difficult to give them materials using difficult words. We have however made maps of the United States and have taught them the names of the States and their locations. Also we have used materials dealing with early American History written in simple wordings.

We have been making our own lessons and have had them mimeographed by the press here in the camp.

Just yesterday, we were given permission to Primers and Readers that are not being used by the Grammar School division in this camp as collateral reading material for the students.

Attached are sample materials.

See schedule for enrollment figures.

ADULT EDUCATION TEACHING STAFF

1. Bannai, Lillian (Miss) Shorthand
 Had a Civil Service job at Gardena High a part of the
 Los Angeles Board of Education.
2. Bouche, Louis (Mr.) Woodcarving
 Graduate of the University of California
 General Secondary credential.
3. Carter, Genevieve (Dr.) Psychology 1A
 Has a Doctor's degree of Education from University
 of California with specialization in Educational
 Psychology.
4. Chester, Blanche (Mrs.) Music Appreciation
 Graduate of University of California
 Special Secondary in Music
5. Chester, Edward (Mr.) Social Institutions
1A
 Graduate of University of California
 Has a General Secondary and a Social Worker's credential
6. Fairman, Louise (Miss) Elem. & Sec.
Methods
 Supervisor of practice teaching at Manzanar
7. Ferguson, Charles K. (Mr.) American Institutions
101
 Graduate of University of California
 General Secondary and a Master's degree in
 Political Science
8. Frizzell, Louis (Mr.) A Cappella & Drama
 Graduate of University of California
 Special Secondary in Music
9. Gilke, John (Mr.) Laws of Arrest--
Crime Detection
 Chief of Police at Manzanar.
 Formerly of the Pal Alto police force
10. Greenlee, Clyde (Mr.) Public Speaking 1A
 Former student of Stanford and University of California
 General Secondary teaching credential

11. Groth, Martha (Miss) Domestic Science
Graduate of University of California with a
teaching credential from that institution.
12. Head, Edith (Miss) Nurses Aides &
Orderlies
Registered Nurse at Manzanar Hospital
13. Ito, Lillian (Miss) Shorthand
Graduate of Metropolitan School of Business
14. Kato, Maruko (Miss) Shorthand
Went to Metropolitan School of Business and
Los Angeles City College.
Worked on Civil Service as stenographer.
15. Kodani, Masuo (Mr.) Zoology
Graduate student of University of California
in Zoology.
Had three years' of graduate work and on the verge
of receiving Doctor's degree.
16. Kondo, Choyei (Mr.) American History &
Economics
Current Events
Issei.
Graduate of University of Iowa having a Master's degree
in Economics.
17. Minamiki, Tomiko (Miss) English
Teacher of English at the Marymont Catholic School
for seven years.
18. Moxley, Elizabeth (Miss) First Aid
Has a Red Cross instructor's credential
Supervisor of Physical Education and Health in
Manzanar.
19. Nagatani, Kimi Shorthand
Was a student at the University of Washington
Wealth of experience in stenography shorthand
She is soon leaving for Swarthmore to relocate
as a student.

20. Nakagawa, Doris (Miss) English
Graduated University of Japan.
Was a student at Glendale Junior College
21. Nakamura, Tsuneko (Miss) English
Was a instructor of Japanese at Los Angeles
22. Nicolous, Anita (Miss) Weaving
Special Secondary teaching credential in Art
23. Nielsen, Aksel History of Amer. Educ.
Recreational Leadership
Community Activities Director in Manzanar
Graduate of New York University.
Has a M.A. from University of Southern California.
24. Nozaki, Kenzie (Dr.) Guayule
Graduate of University of California.
Ph. D. in Chemistry from Stanford
Was instructor at University of California, College
of Agriculture, Davis.
25. Okazaki, Mari (Miss) Shorthand
Graduate of University of California
Secretary and general office help at the International
Institute.
Has a great deal of experience in secretarial field.
26. Sasaki, S. (Mr.) Carpentry
Graduate of University of Japan in Architecture.
Graduate of University of Chicago in Architecture.
Has a great deal of practical and successful experience
as instructor in the City of Los Angeles.
27. Setoguchi, Shizuko (Miss) Shorthand
Is a graduate of Woodbury's Business College in
Los Angeles.
28. Shimizue, Margie Typing & Shorthand
Graduate of Woodbury Business College in
Los Angeles

29. Shimoda, Frank S. (Mr.) Fertilizer
 Graduate of University of California.
 M.A. from the University of Michigan in Chemistry.
 Has a great deal of practice in the fertilizer
 and insecticides.
30. Smith, Lucile (Miss) Nutrition
 M.A. from University of California in Geography.
 Teaching credential in Domestic Science from the
 same institution.
31. Suzuki, Hiroshi (Mr.) College Algebra 8
 Trigonometry C
 Physics 2 A
 M.A. in Physics and Math from University of
 California
32. Suzuki, Kazuko (Miss) English 1A
 Business English
 Elementary Spanish
 Spanish (not J.C.)
 Graduate of the University of California.
 M.A. from University of Southern California in
 the field of literature and was working towards a
 doctor's degree at the University of Chicago.
33. Takahashi, Kazuyuki (Mr.) Human Physiology
 Graduate of the University of Stanford.
 Has been a medical student at the time of evacuation.
34. Takahasi, Soyo (Mrs.) Typing
 Graduate of San Jose College
35. Takata, N. (Mrs.) Flower Arrangement
 Graduate of Flower Arrangement school from which
 she obtained the professional name of Gasui.
36. Terasawa, Fukiko (Miss) Shorthand
 Graduate of Metropolitan Business College
37. Williams, A.L. (Mr.) Traffic Control &
 Investigation
 Assistant chief of police in Manzanar.
 Formerly of Redondo, California, police force.

38. Yamaguchi, James (Mr.) English
Graduate of University of California
39. Yamamoto, K. (Mr.) Tailor Drafting
Had his own Tailor Drafting School in the City of Los Angeles. Charged \$400 in Los Angeles for the same course now being taught in Manzanar.
40. Yano, Kiyoshi (Mr.) English
Graduate of University of California.
Has been a student in Japan at one time.
41. Wetzell, G.L. (Miss) Nurses Aides & Orderlies
Head nurse of Manzanar hospital.
Registered nurse.
42. Wood, Velma E. (Dr.) Educational Psychology
Received her Doctor's degree from the University of California and has a great deal of teaching experience.
43. Nishikawa, Elizabeth Aiko (Mrs.) Supervisor of English Classes
Received her M. A. in Sociology from the Pacific School of Religion, Berkeley, California.
Received her B. A. in Sociology from Whittier College.

- SUMMARY -

Total Number of Students enrolled in classes:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Junior College:	626	410	1036
Adult Education:	492	591	1083
Total enrollment:	<hr/>	<hr/>	<hr/>
Adult Education Dept.	1118	1001	2119
	<hr/>	<hr/>	<hr/>

Actual Number of Students registered:

*1 Junior College:	259	187	446
*2 Adult Education:	492	591	1083
	<hr/> 699	<hr/> 730	<hr/> 1529

*1 In the Junior College Program a student is enrolled in 2.3 classes averaged.

*2 In the Adult Education classes a student is enrolled in 1 class averaged.

SCHEDULE OF JUNIOR COLLEGE COURSES

<u>Courses</u>	<u>Units & Instructor</u>	<u>Time</u>	<u>Place</u>	<u>Male</u>	<u>Female</u>
1. American Institution 101	2 units Mr. C.K. Ferguson M.A.	Mon. 8:30-9:45	7-3-1	18	7
2. Social Institution 1A	3 Units Mr. Ed. Chester Gen. Sec.	Thurs. 7-9:30 P. M.	7-13-4	20	12
3. Introductory Psychology 1A	3 units Dr. G.W. Carter Ph. D.	Mon. 7-9 P.M.	7-15	55	30
4. English 1A	3 units Miss K. Suzuki, M.A.	Sat. 1-3:30 P.M.	7-4-3	32	11
5. Public Speaking 1A	3 units Mr. C. Greenlee, G.S.	Fri. 6:30-9P.M.	7-3-1	23	5
6. Business English	2 units Miss K. Suzuki, M.A.	Wed. Fri. 7-8 P. M. 8-9 P. M.	7-4-3	17 14	25 16
7. Elementary Spanish 1 A	5 units Miss K. Suzuki, M.A.	Tues. Thurs. Sat. 8-9:30 P. M.	7-4-3	21	4
8. College Algebra 8	3 units Mr. H. Suzuki, M.A.	Section 1 Mon. Wed. 8:30-9:45 P.M.	7-6-3	23	2
	Section 2	Tues., Thurs. 6:45-8 P. M.	7-6-3	37	1
9. Trigonometry C	3 units Mr. H. Suzuki, M.A.	Tues., Thurs 8:15-9:30	7-6-3	34	0
10. Physics 4A	3 units Mr. H. Suzuki, M.A.	Mon. Wed. 7-8:15 P.M.	7-6-3	41	2
11. Shorthand	3 units	Tues. Wed. Fri.			
Sec. 1	Miss M. Okazaki	8:15-9:30	7-13-4	8	12
Sec. 2	Miss M. Kato	8:15-9:30	7-13-1	11	10
Sec. 3 (Review)	Miss M. Shimizu	6:30-8:00	7-13-3		20
Sec. 4	Miss F. Terasawa	6:30-8:00	7-13-1	11	14
Sec. 5	Miss L. Bannai	6:30-8:00	7-12-3	9	15
Sec. 6	Miss S. Setoguchi	6:30-8:00	7-13-4	13	8
Sec. 7	Miss L. Ito	6:30-8:00	7-12-2	9	15
Sec. 8	Miss S. Setoguchi	8:15-9:30	7-12-2	8	10
12. Drama	2 units Mr. Louis Frizzell	Wednesday 6:30-8:30 p.m.	7-3-1	7	14
13. Music Appreciation	2 units Mrs. Blanch Chester	Thursday 7-9 p.m.	7-4-2	12	15
14. Technics in Rec. Leadership	3 units Mr. Aksel Nielsen	Tues. Thurs. 1:30-3:30 p.m.	29-15	20	10

<u>Courses</u>	<u>Units & Instructor</u>	<u>Time</u>	<u>Place</u>	<u>Male</u>	<u>Female</u>
15.A Cappella & Voice	2 units Mr. Louis Frizzell	Tues. Thurs. 7-9 p.m.	7-1-1	3	30
16.Weaving	2 units Miss A. Nicolaus	Tuesday 7-9 p.m.	5-15-4	3	30
17.Nurses Aides	2 units Miss Edith Head Head Nurse Miss G. L. Wetzel R.N.	Thurs.-9-10 a.m. Hosp. Tues. -1-2 p.m.			25
18.Orderlies	2 units Miss Edith Head Head Nurse Miss G. L. Wetzel R.N.	Thurs. 9-10 a.m. Hosp. Tues. 1-2 p.m.		15	
19.Human Physiology	3 units Mr. K. Takahashi	Mon. Wed. 7-8:30 p.m.	7-6-2	26	15
20.Zoology	3 units Mr. M. Kodani	Tues. Fri. 6:30-8 p.m.	7-6-2	12	5
21.Traffic Control & Investigation	Mr. A. L. Williams 2 units	Mon. Fri. 8-9 a.m. 4-5 p.m.	Police Station	24 23	
22.Typing					
Sec. 1 Advanced	1 units Mrs. K. Takahashi	Mon. Thurs. 6:30-8 p.m.	7-13-3	14	15
Sec. 2 Beginning	No credit Mrs. K. Takahashi	Daily 8:15-9:15 p.m.	7-13-3	12	17
Sec. 3 Beginning	No credit Mrs. K. Takahashi	Daily 9:30-10:15 p.m.	7-13-3	19	10
<u>TOTAL</u>				<u>626</u>	<u>410</u>

OTHER PROPOSED SUBJECTS

23.Laws of Arrest & Crime Detection	3 units Chief of Police Gilkey	Tues. Fri. 8-9 a.m. 4-5 p.m.	Police Station		
24.Genetics	2 units	Mon. Thurs. 6:30-8 p.m. 8-9:30 p.m.	7-7-4		
Sec. 1	Mr. M. Kodani				
Sec. 2 (Issei)					
25.Hygiene	2 units Mr. K. Takahashi	Tues. Thurs. 8:05-9:05 p.m.	7-6-2		
26.Cooperative	3 units Dr. Bruce & Mr. Poole	2 days 3:30-5 p.m.			

SCHEDULE OF ADULT EDUCATION CLASSES

	NEW	MEMBERS					
AMERICAN HISTORY & ECONOMICS	40	5	Mr. Choyei Kondo	10-15	Tuesday	7-8 p.m.	
				32-15	Thursday	7-8 p.m.	
CURRENT EVENTS HISTORY OF THOUGHT	140	10	Mr. Choyei Kondo	Mess Hall #9	Wednesday	7-9 p.m.	
CARPENTRY	48		Mr. S. Sasaki	33-15	M. W. F.	6:30-8:30 p.m.	
DOMESTIC SCIENCE		18	Miss Martha Groth	7-1-1	Saturday	1-3 p.m.	
ENGLISH CLASSES							
Beginners	11	53	Miss Tsuneko Nakamura	A. Mess Hall #15	M.W.F.	2:30-4 p.m.	
				E. 17-15		6:30-8 p.m.	
Intermediates	30	64	Miss Tomiko Minamiki	A. Mess Hall #17	M.W.F.	2-3:30 p.m.	
				E. 23-15		6:45-8:15 p.m.	
	26	53	Miss Doris Nakagawa	A. Mess Hall #9	M.W.F.	2-3:30 p.m.	
				E. 9-15		7-8:30 p.m.	
Advanced	24	25	Mr. James Yamaguchi	A. 11-15	M.W.F.	2:30-4 p.m.	
				E. 11-15		7-8:30 p.m.	
Grammar & Reading Class	12	8	Mr. Kiyoshi Yano	E. 21-1-1	Tues. Th.	7-8:30 p.m.	
FERTILIZER	18		Mr. F. S. Shimoda	7-4-1	Mon. Thurs.	7-8:30 p.m.	
FIRST AID	12	11	Miss E. Moxley	7-1-1	Friday	7-9 p.m.	
FLOWER ARRANGEMENT	5	103	Mrs. N. Takata	M.H. #4	Tu. W. Th.	2-4 p.m.	
				7-3-1	Saturday	10-12 a.m.	
GUAYULE	29	4	Dr. Kenzie Nozaki	I.R. #6	Friday	7-9 p.m.	
NUTRITION		23	Miss Lucile Smith	Ward #5	Tuesday	7-9 p.m.	
SPANISH	40	10	Miss Kazuko Suzuki	7-3-1	Tu. Thurs. Sat.	6:30-8 p.m.	
TAILOR DRAFTING	10	160	Mr. K. Yamamoto	I.R. #20	M. T. W.	8:30-11:30 p.m.	
					Th. F. Sat.	1:30-4:30 p.m.	
						7:00-9:30 p.m.	
WOODCARVING	30	5	Mr. B. Bouche	7-14	Thursday	7-9 p.m.	
					Lab - Sat aft.		

EDUCATIONAL PSYCHOLOGY	Dr. Velma Woods	7-4-1	Wed.	7-9 p.m.
ELEMENTARY METHODS	5 ¹³ // Miss Louise Fairman	1-4-4	M. W. F.	3:45-5 p.m.
SECONDARY METHODS	5 / Miss Louise Fairman		Thursday	7-9:30 p.m.
HISTORY OF AMERICAN EDUCATION	7 / 14 Mr. Aksel Nielsen	7-4-1	Tuesday	7-9 p.m.

492
592
 1083
Mar-1083

Meeting to discuss Extension Courses
7:40--9:05p.m.

September 2, 1942

The meeting was presided over by Mr. Blaisdell from the Regional Office and Dr. Carter, Superintendent of Education. There were twenty-one people in attendance including Mr. Ferguson of the Adult Education.

According to Mr. Blaisdell, the War Relocation Authority did not include higher education in the budget for the various centers. Some phase of education had to yield to the pressure of the element of time and finances---that had to be the college level. However, the conclusion must not be drawn that the WRA does not want to continue with the idea of higher education. It is to be encouraged that students continue with their studies, but the matter of finances and the budget must also be taken into consideration. Proof of this is demonstrated in the fact that Mr. Blaisdell has a three months' appointment. He is to attempt to assist in the crystallization of plans for the extending of policies in relation to college learning.

From the students who ~~XXXXX~~ answered the various items of the Student Relocation Council questionnaires, it was determined that two groups of students would be the first to leave the centers for colleges and universities situated in the East and Middle-West. The first group will be those who are financially able to support themselves. The second will be those who are fairly well off. A very limited number of students will leave financed partially by fellowships. These "peculiar" cases will include seniors and those interested in professional people.

Antipathy will be shown against all plans drawn up if there are too many defeats and not enough ~~XXXXX~~ victories in the War because of the fact that public opinion, circumstances, and finances contrl to a very large degree the affairs which are now being promoted. A perplexing question was that there were so few students who sent in the questionnaire to the National Student Relocation Council. Mr. Blaisdell declared that those who do leave the camp should leave in order to allow the people in the other parts of the United States to know the Japanese people through the college students. In this way, each person who leaves will create islands of good influence and opinions.

In regards to extension courses, the students would fall into two categories: 1. Liberal Arts; 2. Vocational. The plans allow for the University of California to establish semi-instructional--semi-correspondence courses here. It was assured that the U. of C. would grant credits for the extension type courses with the corps of personal instructors in the higher levels. It was suggested that the work begin as soon as possible in the establishment of a core of liberal arts courses to begin the work and then expand as the need arose.

The reason for pushing the high school graduates into the extension courses was that they might lose their education drive if they dispensed with further education. The college students, on the other hand, have already had a taste of higher education, so they probably need no further incentive other than their desire for knowledge. As to graduate work, individual courses and cases might be taken care of if at all necessary to accommodate them. However, it was pointed out that anyone could take the various courses.

(over)

Throughout the educational ~~xxxx~~ program, post-war economic structure will be emphasized. All of the planning thus far are just outlines which have not been realized as yet, but Mr. Blaisdell feels assured that the suggestions will pass with the various colleges and universities concerned. He again pointed out that primary and secondary schooling should come first. Then, the higher levels will be accommodated as soon as it is possible.

The junior college courses will possibly cost a moderate rate in addition to the costs of the various texts. In regards to the costs of the texts, Mr. Blaisdell and others felt that the beginning of a library is a very important feature of later life. In costs, the extension courses will be a little different. Of necessity, there must be some costs involved since extension divisions of the University of California is supposed to be on a self-sustaining basis.

If the teaching personnel (partly Japanese) for the courses cannot be obtained here in Manzanar, such courses cannot be offered to the students. In this fashion, the WRA would pay for the teachers' assistants at the regular camp wage-scale; thus, the budget for the education facilities would not be touched. Through this extension type program, there won't be too many lectures. Instead, there will be a small-group discussion type of classes. In the phases of adult education, there is to be included visual education. The use of movies has been suggested already and this may be forthcoming.

The meeting disbanded at 9:05 and we left 1#4-4, the place of the meeting at 9:30 p.m.

Paul H. Kusuda

WAR RELOCATION AUTHORITY

226 West Jackson Boulevard
Chicago 6, Illinois

In your letter of July 3 you ask for suggested material to be used in our adult education program in the centers. Under the two general fields you listed, there are several specific subjects which we feel should be discussed with evacuees before they leave the relocation centers.

When discussing conditions prevailing in the relocation communities, particular emphasis should be placed on the changed living conditions due to the war. We suggest that the following topics be included:

1. Increase in cost of living
2. Housing and transportation conditions
in war areas
3. Withholding tax
4. Bond deductions
5. Job freeze
6. Transportation
7. Rationing

The evacuees generally do not realize the full meaning of the changes. In addition, since so few of them have ever been away from the West Coast they do not understand that present conditions are due to the war and are not normal. All these factors make their adjustment difficult.

For the younger evacuees, some discussion of general behavior and dress would be helpful. Boys and girls should be cautioned against any manner of dress which makes them conspicuous. This includes zoot suits, cowboy outfits, extreme styles in sport clothes, and hair cuts. They need also to be cautioned against going around together in large groups. Both the issei and nisei should be told that in public places they should speak only English.

Employers are sometimes startled by the letters of application received from evacuees. Generally the letters are

composed almost entirely of questions about the job, habits and character of the employer and seldom contain any information about the applicant and his qualifications for the job in question. Evacuees need to be taught how to analyze a job description and how to relate their own experience, training, and abilities to the job.

You are probably aware of the fact that there has been difficulty between many employers and evacuees because of a characteristic of both issei and nisei which Caucasian employers term kindly as a lack of frankness and not so kindly as untruthfulness or deceitfulness. The custom of many evacuees of giving an answer which they think employers want rather than the true answer is bewildering to say the least to employers having no previous experience with Japanese. 99 out of 100 employers away from the West Coast have never employed and do not know the Japanese people. The use of a "go-between," "face saving," and Oriental concepts of politeness are not understood by Midwestern employers. They expect fully Americanized employees and when the reactions are not according to the American pattern, many employers attribute the reactions to racial rather than cultural inheritance.

There are numerous employers in this area who are enthusiastic about the evacuees they have hired. Generally, where the evacuees have accepted a job and stuck to it, the employers have been more than satisfied and have asked for more evacuees. Since many employers hire only two or three evacuees and many more never have more than ten or eighteen, the action of each evacuee is very important. Each employer tends to form his opinion of all Japanese Americans from the few with whom he comes in contact.

It is evident, even among evacuees who have relocated, that they have little drive for adventure and conversely a great drive for security, for which the experiences of evacuation and life in the relocation center are no doubt largely responsible. This attitude is a serious drawback to successful relocation. The evacuees are very reluctant to accept jobs which pay on a piece work basis. They are reluctant to move into a neighborhood unless other evacuees already live there. Those with no skills and little work experience have erroneous ideas of the wages they can command and are fearful of starting at beginners' wages. The more experienced or skilled people also frequently face the necessity of starting at beginners' wages. They do not realize that they are unknown in this part of the country, have no references, and that the employer usually feels he is gambling when he hires an evacuee for a skilled or professional job. Without exception, the employers will raise wages when the evacuees have demonstrated their ability. Many of the evacuees with some experience or skill are in the position of having to start over again. Their advantage over a real beginner is that with their experience and training, they can advance more rapidly. The great

majority of employers are more than willing to make promotions as rapidly as possible in accordance with their demonstrated ability.

Evacuees need to be encouraged to have an open mind toward the community in which they relocate. The climate, the living and working conditions, in both rural and urban areas, will be different from their former homes. They should consider living in new communities as an "experiment" in a new part of the country and be willing to give it a fair trial. If housing and climate do not compare favorably with their former homes, they should remember that the community is friendly and that they have an opportunity to work and live the life of an ordinary citizen.

These are a few of the specific items which we feel should be incorporated in an education program for evacuees interested in relocation. We make these suggestions as a result of our experience with the evacuees who have resettled in this area and feel that their adjustment would be happier and more rapid if they have an understanding of these things.

Very truly yours,

Elmer L. Shirrell
Relocation Supervisor

WAR RELOCATION AUTHORITY

Washington, D. C.

March 16, 1945

ADULT EDUCATION AND ORIENTATION BULLETIN NO. 5

Post-High School Activities in Several Centers

The following summaries and excerpts taken from various weekly, monthly, and special reports illustrate some of the recent activities and trends in the post high education activities. Some of these reports were made January 1, and others cover the months of January and February. This information should be of value in indicating what is being done in other centers and as suggestions of activities that might be worth a trial.

HEART MOUNTAIN

"A meeting of the Adult Education and Orientation Committee was held on Monday, December 4, at the Project Director's office. Members of the personnel, council, and block managers were present. The summary of the important points brought out in the discussion were:

1. Presentation of English lessons in every copy of the Sentinel Supplement Japanese section.
2. Publishing of clever articles in the Japanese section of the Sentinel Supplement on acceptable habits of dress and actions to make parents more alert and to correct existing peculiarities existing among some of the younger generation.
3. Organizing of discussion groups within the block organizations to present the importance of use of English and to discuss current topics upon which the people are uninformed.
4. Presentation of lessons on American customs in English classes to better orient the Issei to the American way of life.
5. Availability of information and help through the Relocation office to evacuees wishing to relocate now or at some future date.
6. Keeping people informed through Block discussions on topics of importance to prevent the current spread of idle rumors.
7. Working through the Community Enterprise stores to encourage the use of English by customers."

"The Adult Education department has furnished maps and blackboards for all mess halls to aid in the furtherance of relocation and practicing of more English speaking in everyday conversation."

CENTRAL UTAH

"Adult Education

Art work, music, sewing, flower arrangement, flower making and geography on relocation are being carried as regular class work."

"The English flash cards are in use. The problem of ways and means to stimulate interest in and put emphasis on the ability to use the English language as a medium of conversation is our major problem. There is a need for three ... English instructors."

"Vocational Education

Substantial increases in enrollment in auto-mechanics courses."

MANZANAR

"Efforts are being made constantly to interest Caucasian personnel in the opportunities at the Activity Hall for getting acquainted with the Issei. A successful English Center will be one in which Japanese and Americans may meet informally, talking English, learning from one another, regardless of which national background the teacher or the learner may have. The director is making contacts throughout the center in the hope of interesting Manzanar housewives to volunteer as hostesses, teachers, and guests at the Adult Center.

"The Adult English center has made rapid progress during the past month and Issei activities are drawing crowds from groups of 15 to 60 people. There is an increased interest to learn English. We have reached a point where it is impossible to find English teachers to take care of the additional registrants who have asked for English instruction."

ROHMER

"At the centerwide Christmas program in the Auditorium on December 23, an all Issei choir from the adult education classes sang two carols: "O Come, All Ye Faithful" and "Silent Night."

"They sang the numbers well and received a nice hand from the appreciative audience which jamcrammed the hall to overflowing.

"That wasn't surprising. The surprising thing was this: They sang the songs entirely in English. That accomplishment was the proof of the adult education classes' pudding.

"Registration for new classes in English for adults will take place next Wednesday and Thursday. Elsewhere in this paper, you will find the time and the place.

"It would be a fine thing if the young people would encourage the fathers and mothers to enroll in these classes. In all likelihood, this would be the last opportunity to learn English in a relocation center.

"Since entering the Post-Exclusion Program, we have found the evacuees to be increasingly interested in learning English. There were 54 new enrollments in English classes during January.

"The older Nisei of the center held a three day conference over the week end (March 3) for the purpose of stimulating them. The theme of the conference was: "Nisei Action Today and Tomorrow." Three outside speakers were invited to attend the session and to speak to and meet with the Nisei. These speakers were: Bill Hosokawa, Nisei newspaperman now on the staff of the Des Moines Register; James Sugioka, field worker for the Committee on War Services of Disciples of Christ; and Sherwood Eddy, well known traveler, author and lecturer.

The conference opened Friday afternoon with registration, at which time approximately 140 persons registered. At the opening assembly, Mr. Sugioka, who had just returned from a trip to California, spoke of his experiences gained on this trip. He expressed the opinion that the West coast was not a particularly desirable relocation area, as compared to other parts of the country, and he pointed out the advantages and disadvantages of the different sections. At the evening session, an all-Nisei symposium was presented on the topic, "We Look at Re-settlement." Three center Nisei and Mr. Sugioka were the speakers. Saturday morning was devoted to discussion groups which were divided into three separate fields; namely, political action, economic action, and social action. The original intention was to have each group meet separately throughout the entire day. However, due to the fact that attendance was hindered by rain, the groups were not divided into three separate fields, but discussed each field in turn. After the general discussion group, a round table panel was held, at which time a panel of leaders composed of Mr. Hosokawa, Mr. Sugioka, and three members of the caucasian personnel discussed the subject, "The Nisei Way of Action," and later, the discussion was opened to questions and comment from the floor.

A banquet meeting was held in the evening, featuring Mr. Hosokawa as speaker. Mr. Hosokawa urged the people to face the relocation problem squarely, and pointed out the futility of remaining in the center.

Sunday afternoon a general assembly was held and reports of discussions were presented. The chairmen of the three groups presented the findings and results of their groups. In the evening, a center-wide mass meeting in the auditorium was held, at which time Dr. Eddy spoke.

It is the intention of the sponsoring committee to draw up a detailed report on the conference, which will be mimeographed and distributed to the center residents."

GILA RIVER

"A social evening was put on by each of the Adult Education groups during the month, (January). In Canal the English classes planned a social evening in which English was used exclusively, and the group, mostly Issei, many of whom had never danced before, heartily entered into and enjoyed the Polka, In Butte the classes, including evacuee and appointed personnel, planned a social in honor of Mr. M. Asami... former volunteer English teacher. The party included many speeches of appreciation in English by Mr. Asami's former class members and by representatives of each of the other English classes."

COLORADO RIVER

"Through the efforts of a Christian minister, Reverend Kenzo Kubota, a resettlement study group was launched in February to meet weekly on Sunday afternoons. The membership of the group is about fifty at present. I have been able so far to secure three visiting resource people to meet with this group. One of these was from the U. S. Employment Service in Los Angeles; another is co-ordinator of the Los Angeles Youth Council; a third, who was formerly employed here, is volunteering his home and services in Hollywood in assisting resettlers to that area. Some members of the Project staff have also met with this group, and we shall make other visitors available to them as opportunity offers.

The interest of the group is primarily agriculture. The leader is one of the consistent spokesmen of the Cooperative movement here, having been one of Kagawa's students in this country. I am making available to them all the information which we have on farming and farm opportunities in Southwestern states, and they have been invited to attend the showing of the March of Time film "Texas" during the week of March 12."

PUPIL INVENTORY

Objectives:

1. To identify problem (vocational, educational, personal).
2. Interpret personal information and facts about occupations, schools, etc.
3. Plan possible solution to problem.
4. Formulate program.
5. Modify plan as circumstances warrant.

Name

Pupil Inventory

Year

Scholastic Standing:

I. Q.

Other Standard Tests

Curriculum, general, academic, etc.

Occupational Interests

Extracurricular: Clubs

— offices held —

Eligible for Specialized Courses

Physics,

Math

Capable for Advanced Training Beyond High School

Engineer

Nursing

Teaching

Medical

work experience

Draft Statuses

Any Special Problem

Family Relationship

Failing Grades

Poor School Adjustment

Students Viewpoint on Problem

Follow Up of Interview

Continue building Relocation library

Coordinate school with Welfare and Relocation Offices.

Help out of school people plan for college and relocation.

Keep up correspondence with Student Relocation Council
and with Colleges.

Material on vocational trends

Job specifications

Job specifications schools, careers

Curriculum adjustment set up around English.

Group sections of classes according to ability and set
up around English.

Testing for aptitude

Talks with students especially seniors, regarding plans
for work and continued schooling.

Try to discover interest and abilities.

Study report cards for hints at student difficulties.

Referrals from teachers

Group organizations for help in social and personal problems.

Good manners

Social customs

Dealing with others

Work etiquett~~er~~er--civic relationships

Adaptability

Church problems brought into existence by conditions
of project living

WAR RELOCATION AUTHORITY
MANZANAR WAR RELOCATION AREA
Manzanar, California

In reply, please refer to:
Adult Education

5-22 ✓✓
June 25, 1943

MEMO TO: H. M. Coverly, Project Director
Tule Lake Relocation Project
Newell, California

ATTENTION: Dr. Marion Francis, Director
Adult Education

SUBJECT: Statistics on Adult Education

Enclosed are some latest statistics prepared by
our Adult Education Department. We should appre-
ciate receiving from you information of a similar
nature.

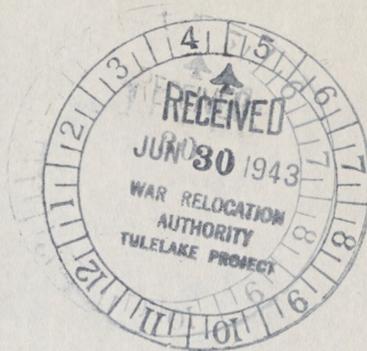
RALPH P. MERRITT
PROJECT DIRECTOR

Lucy W. Adams
By Lucy W. Adams
Chief, Community Services

Enclosure No. 28604



19202



UNCLASSIFIED

OFFICE OF THE DIRECTOR
WAR RELOCATION AUTHORITY

TO: SAC, LOS ANGELES
FROM: SAC, SAN FRANCISCO
SUBJECT: [Illegible]

RE: [Illegible]

DATE: [Illegible]

JUN 30 1943

RECEIVED

OFFICE OF THE DIRECTOR

WAR RELOCATION AUTHORITY

ADULT EDUCATION PROGRAM
MANZANAR RELOCATION CENTER

Second Quarterly Period Ending June 30, 1943

W. Melvin Strong, Director
Kazuyuki Takahashi, Assistant Director
Mary Watanabe, Registrar
Elizabeth Nishikawa, Supervisor of Adult English Classes

-----C-----
ATTENDANCE IN ADULT EDUCATION CLASSES

Subject	No. of Classes	No. of Teachers	Average Attendance Per Session			% of Total Attendance
			MEN	WOMEN	TOTAL	
Adult English for Issei & Kibei	12	7	47	155	202	23
Typing	3	1	21	67	88	10
Shorthand	6	3	20	94	114	13
Accounting	2	1	16	3	19	2.2
Journalism	1	1	4	6	10	1.1
Librarianship	1	1	2	13	15	1.7
English	2	1	12	10	22	2.5
Speech	2	1	8	31	39	4.5
Spanish	3	1	15	5	20	2.3
German	1	1	14	1	15	1.7
*Japanese	1	1	4	6	10	1.1
Human Physiology	1	1	2	4	6	0.7
Genetics	1	1	15	0	15	1.7
Tailoring	5	2	3	103	106	12.1
Agriculture	1	1	5	0	5	0.5
**Flower Arrangement	7	3	3	143	146	16.7
<u>University of California Extension Courses:</u>						
American Institutions	1	1	1	8	9	1
Secondary Education	1	1	7	8	15	1.7
Music Methods	1	1	1	9	10	1.2
Industrial Arts	1	1	0	11	11	1.3
TOTALS	53		200	677	877	100%

Men-----per cent of total-----22.8%
Women----per cent of total-----77.2%

Popular lectures not included in above figures:

Current Events (in Japanese)	--average attendance per session,	450
Social Science (" ")	-- " " " "	450
Current Events (in English)	--- " " " "	25
Industrial Chemistry	----- " " " "	30
		955
		877
	GRAND TOTAL	1832

* Limited enrollment: for training Japanese language instructors.

**Flower Arrangement classes transferred to Community Activities Division.

TEACHING STAFF

Evacuee Teachers:

Number of full-time teachers.....	17
" " part-time volunteer teachers.....	<u>6</u>
	23
Part-time Appointed Personnel volunteer teachers.....	<u>9</u>
Total Number of Teachers	32

OFFICE STAFF

Staff Artist.....	1
Secretaries.....	2
Typists.....	2

Part-time volunteer motion picture operator (for educational films)..... 4

*Number of students taking one course.....	719
" " " " two courses.....	133
" " " " three "	18
" " " " four "	6
" " " " five "	1

(*Excluding those attending popular lectures.)

AGE DISTRIBUTION OF STUDENTS
ATTENDING ADULT EDUCATION CLASSES*

June 30, 1943

<u>Age</u>	<u>No. of Students</u>	<u>Age</u>	<u>No. of Students</u>
15	1	42	14
16	1	43	25
17	3	44	18
18	21	45	16
19	35	46	12
20	49	47	5
21	34	48	19
22	27	49	6
23	36	50	14
24	16	51	8
25	23	52	12
26	18	53	8
27	11	54	6
28	10	55	3
29	9	56	6
30	6	57	9
31	4	58	3
32	7	59	6
33	4	60	1
34	2	61	2
35	7	62	3
36	4	63	0
37	11	64	0
38	9	65	1
39	9	66	0
40	7	67	1
41	10		

Mean age 34

Median 41

Mode 20

*Excluding students attending the popular lectures open to the general public, and those whose ^{se}ages were not recorded.

02.16

ADULT EDUCATION DEPARTMENT
Manzanar Relocation Center
August 30, 1943

AGE AND SEX DISTRIBUTION OF
STUDENTS TAKING COMMERCIAL COURSES*

<u>Male</u>		<u>Female</u>	
Age	No. of Students	Age	No. of Students
14	1	13	2
15	1	14	1
16	9	15	7
17	8	16	37
18	19	17	50
19	13	18	38
20	8	19	20
21	9	20	24
22	7	21	15
23	9	22	7
24	4	23	10
25	4	24	7
26	2	25	6
27	1	26	4
28	5	27	1
29	1	30	2
30	1	33	2
31	1	35	1
35	1	37	1
42	1	41	1
46	1		<u>236</u>
60	1		
	<u>107</u>		

Range 14-60
 Mean 21.5
 Median 20

Range 13-41
 Mean 19.2
 Median 18

Male and Female:

Range 13-60
 Mean 19.9
 Median 18

*Accounting, Bookkeeping, Commercial English, Shorthand, and Typing

ADULT EDUCATION DEPARTMENT
 Menzanar Relocation Center
 August 30, 1943

DISTRIBUTION OF GRADES
 IN ALL HIGH SCHOOL COMMERCIAL COURSES*

Summer Semester
 July 19 - August 27, 1943

<u>Male</u>			<u>Female</u>		
<u>Grade</u>	<u>No. of Students</u>	<u>Per Cent of Total</u>	<u>Grade</u>	<u>No. of Students</u>	<u>Per Cent of Total</u>
A	2	5.3	A	18	18.5
B	9	24.	B	41	42.3
C	16	44.4	C	33	34.0
D	8	20.1	D	5	5.1
F	2	5.3	F	0	0
Inc.	<u>1</u>	2.6	Inc.	<u>0</u>	0
Total	38		Total	97	

Male and Female

<u>Grade</u>	<u>No. of Students</u>	<u>Per Cent of Total</u>
A	20	14.8
B	50	37.
C	49	36.3
D	13	9.6
F	2	1.5
Inc.	<u>1</u>	.7
Total	135	

*Commercial courses offered by the Adult Education Department for high school credit: Bookkeeping, Commercial English, Shorthand, Typing.

ADULT EDUCATION DEPARTMENT
 Manzanar Relocation Center
 August 30, 1943

AGE AND SEX DISTRIBUTION OF
 ADULT ENGLISH STUDENTS

A. Beginners' Class

<u>Male</u>		<u>Female</u>	
Age	No. of Students	Age	No. of Students
19	1	20	2
21	1	22	1
37	1	23	1
43	3	25	1
48	1	27	1
52	3	29	1
61	<u>1</u>	31	2
	<u>II</u>	33	1
		35	2
		36	3
		37	1
		39	3
		40	2
		42	4
		43	3
		44	3
		45	1
		46	4
		47	1
		48	5
		49	2
		50	3
		52	2
		53	1
		54	1
		56	4
		62	<u>1</u>
			56
Range	19-61	Range	20-62
Mean	42.8	Mean	42.1
Median	43	Median	43,44

Male and Female:

Range 19-62
 Mean 42.3
 Median 43

ADULT EDUCATION DEPARTMENT
 Manzanar Relocation Center
 August 20, 1943

AGE AND SEX DISTRIBUTION OF
 ADULT ENGLISH STUDENTS

B. Intermediate Class

<u>Male</u>		<u>Female</u>	
Age	No. of Students	Age	No. of Students
18	1	16	1
19	2	18	3
20	3	19	1
22	3	21	4
24	1	22	3
26	1	23	1
29	1	24	2
32	1	25	3
37	1	26	1
38	2	27	2
40	1	29	2
41	1	30	2
44	1	31	1
48	1	35	5
51	1	36	1
52	1	37	4
56	1	38	3
57	1	40	2
61	1	41	5
63	1	42	4
64	1	43	6
	<u>27</u>	44	5
		45	1
		46	3
		47	5
		48	5
		49	5
		50	2
		52	2
		54	1
		58	1
			<u>86</u>
Range	18-64	Range	16-58
Mean	36.4	Mean	37.6
Median	37	Median	41

Male and Female:

Range	16-64
Mean	37.3
Median	40.41

ADULT EDUCATION DEPARTMENT
 Manzanar Relocation Center
 August 30, 1943

AGE AND SEX DISTRIBUTION OF
 ADULT ENGLISH STUDENTS

C. Advanced Class

<u>Male</u>		<u>Female</u>	
Age	No. of Students	Age	No. of Students
19	1	25	1
20	1	30	1
22	1	37	1
23	1	38	2
26	1	43	2
33	1	44	1
42	1	45	1
48	1	47	1
52	1	48	2
55	1	50	2
56	2	51	1
57	3	57	1
60	2		<u>16</u>
	<u>17</u>		
Range	19-60	Range	25-57
Mean	43.7	Mean	43.3
Median	52	Median	44,45

Male and Female:

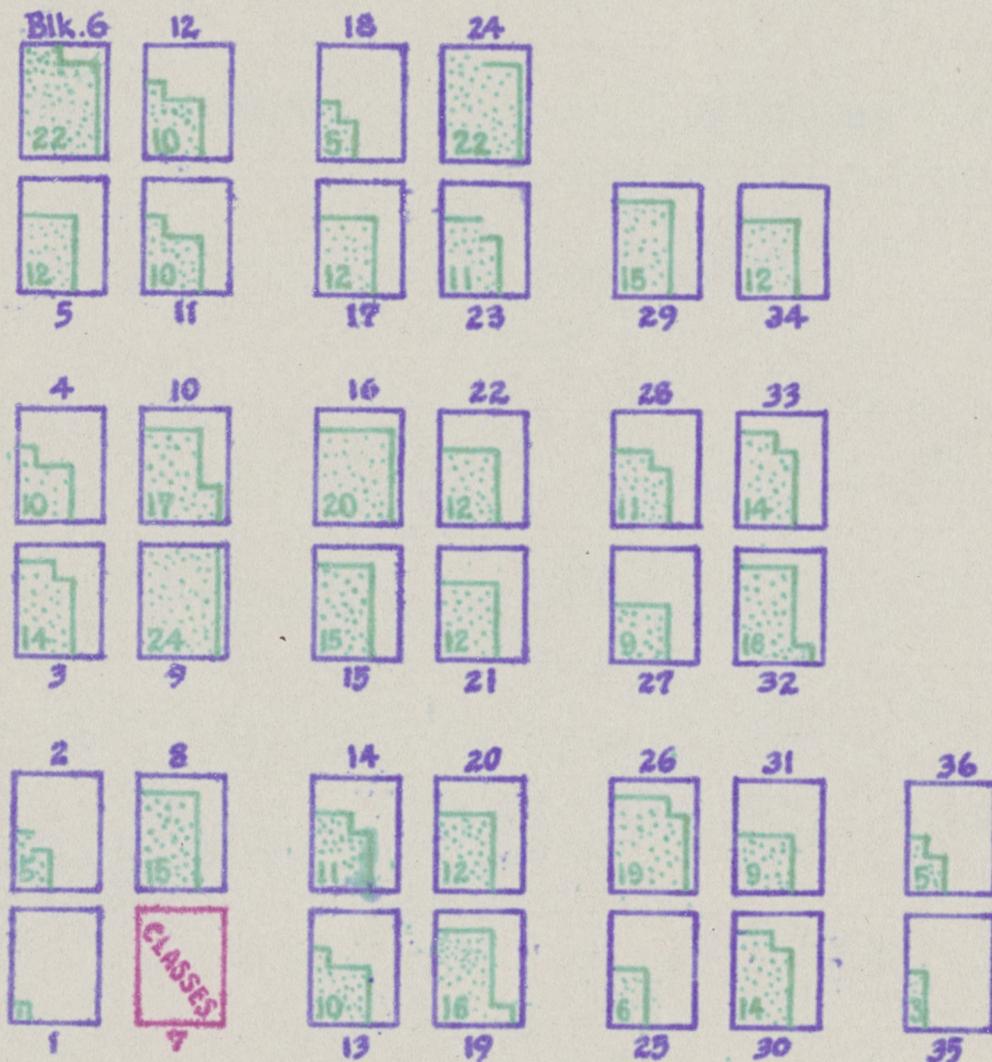
Range 19-60
 Mean 43.5
 Median 47

ADULT EDUCATION DEPARTMENT

Manzanar Relocation Center

August 6, 1943

Statistics on Class Attendance



Green figures represent the number of students from each block attending adult evening classes in Block 7.

File Personal

ADULT EDUCATION COURSES

Manzanar Relocation Center

NEW SEMESTER, MAY 24-JULY 30, 1943

REGISTRATION MAY 17-21

Charles K. Ferguson, Director of Adult Education

Registration for Classes Registration for the courses will be held at the Adult Education Office, 1-3-2, Monday through Friday, May 17-21, from 9:00 a.m. to 4:30 p.m. and on Monday, Tuesday, and Wednesday from 7:00 to 9:00 p.m. A limited number of late registrations will be accepted during the first two meetings of the class. Thereafter, new students will not be permitted to classes which have started.

LENGTH OF COURSES The courses will be approximately ten weeks in length. The semester will close on Friday, July 30.

BEGINNING TYPING Monday through Friday, 6:30 - 7:30 p.m.
Instructor, Mrs. K. Takahashi
Room: 7-13-3
Textbook required; cost, probably \$1.00

INTERMEDIATE TYPING Monday through Friday, 7:30 - 8:30 p.m.
Instructor, Mrs. K. Takahashi
Room: 7-13-3
Students enrolled last semester in Mrs. Takahashi's Beginning Typing will transfer to Intermediate Typing. New students will be admitted by special arrangement. Textbook required.

ADVANCED TYPING Monday, Wednesday, Friday, 8:30 - 9:30 p.m.
Instructor, Mrs. K. Takahashi
Room: 7-13-3
Advanced students enrolled last semester in Mrs. Takahashi's classes may continue in Advanced Typing. New students will be admitted by special arrangement. Textbook required.

BEGINNING SHORTHAND Monday, Wednesday, Friday, 7:30 - 8:30 p.m.
Instructor, Mrs. F. Igarashi
Room: 7-13-1
Textbook required.

INTERMEDIATE AND ADVANCED SHORTHAND Mon., Wed., Fri., 6:30 - 7:30 p.m.
Instructor, Mrs. F. Igarashi
Room: 7-13-1
Textbook required.

INTERMEDIATE AND ADVANCED SHORTHAND

Instructor, Miss S. Setoguchi

Continuation of Miss Setoguchi's classes from last semester. New students will be admitted by special arrangement.

ADVANCED SHORTHAND Monday, Wednesday, Friday, 6:30 - 7:30 p.m.

Instructor, Miss Y. Yamamoto

Room: 7-5-4

Students enrolled in Miss Shimizu's shorthand section 9 last semester will transfer to Miss Yamamoto's class. New students will also be admitted.

REVIEW OF ENGLISH Monday, Wednesday, Friday, 6:30 - 7:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

A review of correct English and its usage in speech and exposition. The course will be adjusted to fit the needs of the students, and every member will be expected to participate in all exercises. Textbook required.

SUBJECT A ENGLISH

Students who wish to take Subject A will enroll in Miss Suzuki's "Review of English."

ADULT ENGLISH FOR ISSEI AND KIBEI

Instructors, Mrs. T. Nishikawa and staff

Registration will be taken at the Adult English Hall, Ironing Room 11.

SPEECH I Wednesday, 7:30 - 9:30 p.m.

Instructor, Mr. Clive Greenlee

Room: 7-3-1

Fundamentals of spoken English. The class is intended primarily for Issei and Kibei and to others who want to improve and master English conversation.

SPEECH II Friday, 7:30 - 9:30 p.m.

Instructor, Mr. Clive Greenlee

Room: 7-3-1

This is a continuation of Mr. Greenlee's Public Speaking course given last semester. New students will be admitted by special permission of the instructor.

ELEMENTARY SPANISH Tuesday, Friday, 7:30 - 8:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

The course will cover the essentials of Spanish grammar and will give the student a vocabulary adequate for reading standard Spanish prose of the simpler type. Material covered will be equivalent to two years of high school Spanish. Textbooks required; cost, about \$3.00.

INTERMEDIATE SPANISH Monday, Wednesday, 7:30 - 8:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

A continuation of last semester's Adult Spanish class. New students will be admitted by permission of the instructor.

ADVANCED SPANISH Tuesday, Friday, 8:30 - 9:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

This is a continuation of Miss Suzuki's Spanish 1A given last semester, and covers the second year of high school Spanish. New students will be admitted by permission of the instructor.

ELEMENTARY GERMAN Monday, Thursday, 8:30 - 9:30 p.m.

Instructors, Mr. A. Nielsen and Miss K. Suzuki

Room: 7-1-1

Designed to give the student a knowledge of the German grammar sufficient to equip him with an ability to read modern German prose of not too involved content; also to carry on simple conversation. The course will cover approximately two years of high school German. Textbooks required; cost, about \$3.00.

AMERICAN GOVERNMENT AND POLITICS Tuesday, 7:30 - 9:30 p.m.

Instructor, Dr. W. Bruce

Room: 7-6-2

Organization and activities of American national, state, and local governments. Historical foundations and constitutional practices, and the development of American social legislation.

ACCOUNTING I Lectures, Monday, Thursday, 6:30 - 7:30 p.m.

Laboratory, Thursday, 7:30 - 9:30 p.m.

Instructor, Mr. A. Hara

Room: 7-15

A beginning course in accounting dealing with the principles of valuation and of income determination; the application of accounting principles to some of the special problems of business organization and management, and to partnership, corporation, and manufacturing. Textbook required.

ACCOUNTING II

Instructor, Mr. A. Hara

This is a continuation of Accounting 1A given last semester.

CONSUMER ECONOMICS

Instructor, Dr. W. Bruce

A course intended primarily for employees of the Manzanar Cooperative Enterprises; others may enroll by permission of the instructor.

INTRODUCTORY ZOOLOGY Monday, Wednesday, Friday, 6:30 - 7:30 p.m.

Instructor, Mr. M. Kodani

Room: 7-6-2

Structure and function of the parts of animals belonging to the most important animal phyla. Many of the important principles in the fields of evolution, taxonomy, morphology, embryology, ecology, animal behavior, and genetics will be discussed.

Prerequisite: High school biology and chemistry or their equivalent.

ADVANCED ZOOLOGY Monday, Wednesday, 7:30 - 8:30 p.m.

Instructor, Mr. M. Kodani

Room: 7-6-2

Continuation of Zoology 10 given last semester. The course is open to students who were enrolled in Mr. Kodani's class last semester and to others who have had college zoology or biology. Special emphasis will be given to the social significance of heredity and of the biological sciences in general. More advanced topics in the field of biology will be discussed.

APPLIED GENETICS (Lectures, in Japanese, and laboratory.)

Instructor, Mr. M. Kodani

The course, conducted in Japanese, is a continuation of Mr. Kodani's Genetics and Plant Breeding given last semester. Principles of genetics and eugenics; plant and animal improvement; breeding of fruits, crop plants, ornamental plants, grasses, and some domestic animals; the selection and propagation of disease resistant plants.

HUMAN PHYSIOLOGY II Tuesday, Thursday, 6:30 - 7:30 p.m.

Instructor, Mr. Kazuyuki Takahashi

Room: (tentative) Office of the Administrative Assistant, Hospital

Continuation of Mr. Takahashi's Human Physiology I given last semester. Topics to be discussed include: endocrine interrelationships, menstruation, reproduction; the control of body temperature; respiration, water balance, central and peripheral nervous systems; the physiology of muscle; nutrition, foods, the biological action of the vitamins.

Prerequisite: Human Physiology I; college course in human physiology or equivalent.

TYPING FOR ISSEI -- the course will be offered if sufficient interest is evidenced. Tuesday, Thursday, 8:30 - 9:30 p.m. 7-13-3

FLOWER ARRANGEMENT

TAILORING

CURRENT EVENTS

BUSINESS COLLEGE

New Semester Beginning July 19

The following classes are open to adult students and to high school students not wishing credit.

Students who need high school credit will be assigned to special classes, not listed below.

Unless otherwise stated, classes are held Monday through Friday. Students may register at the Adult Education office or at the first meeting of the class.

Registration closes on Friday, July 23.

BOOKKEEPING

	<u>Teacher</u>	<u>Room</u>	<u>Time</u>
Beginning (Sect. 1)	Miss Beckwith	7-9-3	9:05-10:35 a.m.
" (Sect. 2)	" "	"	6:30- 8:00 p.m.
" (Sect. 3)	" "	"	8:35-10:05 p.m.
Intermediate	" "	"	2:35- 4:00 p.m.

COMMERCIAL ENGLISH

(Section 1)	Mrs. Opler	7-13-1	2:35- 4:05 p.m.
(Section 2)	" "		6:30- 8:00 p.m.

SHORTHAND

Beginning (Sect. 1)	Miss Mizutani	7-13-1	7:30- 9:00 a.m.
" (Sect. 2)	Miss Setoguchi	"	7:35- 8:35 p.m.
Interm. (Sect. 1)	" "	"	6:30- 7:30 p.m.
" (Sect. 2)	Mrs. Igarashi	7-5-4	MWF 6:30-7:30 p.m.
Advanced	" "	"	MWF 7:35-8:35 p.m.

TYPING

Beginning (Sect. 1)	Mrs. Takahashi	7-13-3	7:30- 9:00 a.m.
" (Sect. 2)	" "	"	6:30- 7:30 p.m.
Interm. (Sect. 1)	Miss Sakaki	"	2:35- 4:00 p.m.
" (Sect. 2)	Mrs. Takahashi	"	7:35- 8:35 p.m.
Advanced (Sect. 1)	Mrs. Opler	"	1:00- 2:30 p.m.
" (Sect. 2)	Miss Sakaki	"	8:35- 9:35 p.m.

ACCOUNTING

Intermediate	Mr. Marumoto	7-5-4	T-Th 6:30-7:30 p.m.
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adult education

HIGH SCHOOL COMMERCIAL COURSES

New Semester Beginning July 19

The following classes, sponsored by the Adult Education Department, are open to high school students and will give high school credit.

If not already assigned to classes, students should enroll at the Adult Education Office before Saturday noon, July 17.

Classes are held Monday through Saturday.

BOOKKEEPING

	<u>Teacher</u>	<u>Room</u>	<u>Time</u>
Bookkeeping IH (Sect. 1)	Dr. Woods	7-9-3	10:40-12:05
" " (Sect. 2)	" "	"	2:35 -4:05 p.m.

COMMERCIAL ENGLISH

Commercial English	Mrs. Opler	7-13-1	2:35 -4:05 p.m.
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SHORTHAND

Shorthand IH (Sect. 1)	Miss Sakaki	7-13-1	10:40-12:05
" " (Sect. 2)		"	1:00 -2:30 p.m.
Shorthand IH (Sect. 3)		7-9-3	7:30 -9:00 a.m.

TYPING

Typing IH 2	Mrs. Opler	7-13-3	2:35 -4:05 p.m. 23
" 2L		"	10:40-12:05
" 2H		"	9:05 -10:35 a.m.

S HIGH

adult education

WEEKLY ATTENDANCE REPORT*

ADULT EDUCATION DEPARTMENT

COURSE _____ SECTION _____

INSTRUCTOR _____ WEEK OF _____

Attendance	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
No. of males present						
No. of females "						
Total						

Name	Address	Credit or audit**
Students enrolled during the week	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

(over)

Name	Address	Credit or audit
Students dropped out during the week	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Students changing from credit to audit	_____	_____
	_____	_____

Students changing from audit to credit	_____	_____
	_____	_____

General comments:

*Make out a separate report for each section or class.
 **For J. C. and vocational courses, when credit is given.

WEEKLY ATTENDANCE REPORT*

ADULT EDUCATION DEPARTMENT

COURSE _____ SECTION _____

INSTRUCTOR _____ WEEK OF _____

Attendance	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
No. of males present						
No. of females "						
Total						

	Name	Address	Credit or audit**
Students enrolled during the week	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

(over)

	Name	Address	Credit or audit
Students dropped out during the week	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Students changing from credit to audit	_____	_____	_____
	_____	_____	_____

Students changing from audit to credit	_____	_____	_____
	_____	_____	_____

General comments:

*Make out a separate report for each section or class.
 **For J. C. and vocational courses, when credit is given.

For File

CLASS SCHEDULE FOR THE WEEK OF APRIL 27--MAY 2, 1942

Monday

Forenoon

<u>Time</u>	<u>Class</u>	<u>Place</u>
9-11	Boys' Gym Class	2-15
9-11:30	Nursery	3-15) 11-15)
9-12	Needlework	6-15
10-11	Beginners piano class	8-15

Afternoon

1-3	Art Class	12-15
1-3	Woodcraft	6-15
1-4:30	Boys' Handcraft	4-15
2-4	Girls Volleyball	
3-5	Trumpet & Sax(beginners)	8-15
4-6	Men's Boxing	2-15

Evening

6-8	Men's Boxing	2-15
6-7:30	Mandolin & Guitar(beginners)	8-15
7:30-9	Mandolin Orchestra	8-15
7-9	Social Dancing(beginners)	1-15

Tuesday

Forenoon

9-11:30	Nursery	3-15) 11-15)
10-11:30	Folk dancing(ages 7-12)	1-15

Afternoon

1-3	Boys' Handcraft	6-15
1-3	Adult Art Classes	12-15
1-4:30	Boys' Handcraft	4-15
3-5	Clarinet & Violin(beginners)	8-15

Evening

7-9	Choir Practice	8-15
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Wednesday

<u>Forenoon</u>	<u>Time</u>	<u>Class</u>	<u>Place</u>
	9-11	Boys' Gym Class (ages under 16)	2-15
	9-11:30	Nursery	3-15) 11-15
	9-12	Needlework	6-15
<u>Afternoon</u>			
	1-3	Children's Art Class	12-15
	1-4:30	Boys' Handcraft	4-15
	3-5	Trumpet & Sax(beginners)	8-15
	4-6	Men's Boxing	2-15
<u>Evening</u>			
	6-7	Clarinet(beginners)	8-15
	7-9	Dance practice(adult)	3-15
	7-9	Glee club (mixed)	8-15
	7:30-9	Music Appreciation	1-15

Thursday

<u>Forenoon</u>			
	9-11:30	Nursery	3-15) 11-15)
	10-11:30	Folk dancing(ages 7-12)	1-15
<u>Afternoon</u>			
	1-3	Adult Art class	12-15
	1-4:30	Boy's Handcraft	4-15
	1-3	Boys' Woodcraft	6-15
	2-4	Girls Volleyball	1-15
	3-5	Trumpet & Sax(beginners)	8-15
	4-6	Men's Boxing	2-15
<u>Evening</u>			
	6-7:30	Mandolin & Guitar	8-15
	7:30-9	Mandolin & Orchestra	8-15

Friday

<u>Forenoon</u>	<u>Time</u>	<u>Class</u>	<u>Place</u>
	9-11	Boys' Gym Class	2-15
	9-11:30	Nursery	3-15) 11-15)
	9-12	Girls' Embroidery	6-15
	10-12	Miscellaneous games	1-15
<u>Afternoon</u>			
	1-4:30	Boys' Woodcraft	4-15
	2-3:30	Miscellaneous games	1-15
	3-5	Clarinet & Violin	8-15
	4-6	Men's Boxing	2-15
<u>Evening</u>			
	6-7	Clarinet	8-15
	6-8	Men's Boxing	2-15
	7-9	Adult beginners dancing	5-15
	7-9	Choir practice	8-15
	7-10	Adults small social Blocks 3,4,9,10	3-15

Saturday

<u>Forenoon</u>			
	9-11:30	Landscape sketching class	12-15
<u>Afternoon</u>			
	4-6	Men's Boxing	2-15