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Minidoka Adult Education Bulletin



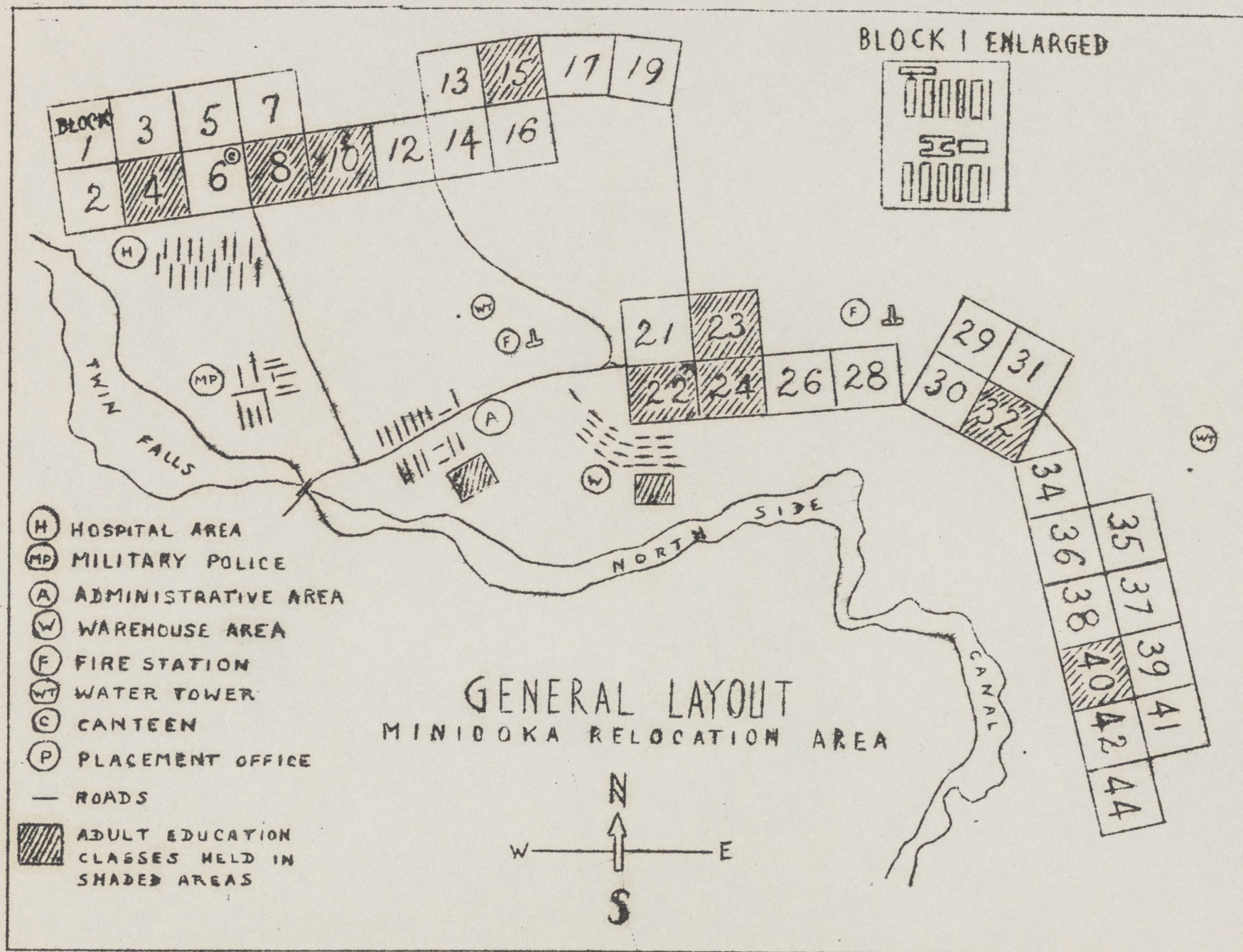
MARCH - 1943

Director J. J. Fogarty

MINIDOKA ADULT EDUCATION
DEPARTMENT

George L. Townsend, Chief of Community Services
Richard Pomeroy, Superintendent of Education
Jerry J. Fogarty, Director of Adult Education
Yoriaki Nakagawa, Adult Counsellor

NOTE: Cover designed by Edward Tautakawa,
Adult Education instructor, Minidoka
Art Department.



MINIDOKA RELOCATION PROJECT

NIGHT SCHOOL

General Aims

1. To assist in the program of relocation by keeping alive skills already developed by the residents and through developing new skills in those fields where employment possibilities seem most promising.
2. To assist in the Americanization of those residents desiring to make their home in this country through a study of the English language, our history and folklore.
3. To provide a training program designed to develop new community leaders and workers.
4. To foster community morale through worthwhile leisure-time activity and through providing information relative to administrative policy.
5. To provide opportunity for democratic discussions of current problems and to assist in maintaining contact with worthwhile individuals, organizations, and developments in the outside world.

Policies Affecting Adult Education

The adult education department is to function on as nearly a self-supporting basis as possible. Instruction, with the exception of resident personnel, must be voluntary unless furnished by some outside agency. The general policy of the Minidoka Project has definitely discouraged hiring resident personnel unless their hours of work could be rigidly accounted for; "boondoggling" must be avoided. In a normal community, adult education is a community project supported by those participating in the program. It was felt that our program here should follow insofar as possible a similar policy. For this reason, only five instructors (out of a total of 31) have been put on the adult education payroll. In addition to this, the director has hired one full-time stenographer.

The idea of voluntary service for community welfare, it was felt, should be kept alive on the project or there would be grave danger of developing individuals with little group responsibility. This advantage, it was believed, would outweigh any disadvantages accruing from such a policy.

With the exception of administrative supplies for the office, all materials used in the adult education classes are either furnished by the students or used in common with high school classes. Several hundred dollars worth of books and equipment have been purchased for students either locally or through wholesale concerns.

Integration of adult education with the needs and activities of other departments is fostered through weekly conferences of the community services staff and through general staff meetings. Discussion of group problems makes evident the need for coordinated effort and indicates the contribution each department can make.

A glance at the map enclosed with this report will disclose the widely dispersed character of the Minidoka Project. Because of the severe climate in this region and the distances involved, it has been considered advisable to set up classes in any area where sufficient interest is manifested. In such popular subjects as shorthand and Americanization, classes are held in as many as five different sections.

Initiation of the Program: The Survey

A fundamental guiding principle in developing the Minidoka adult education program has been that all courses must originate from the interests of the residents on the project. If adult education fails to meet the needs of the people, enrollment will not remain constant enough to maintain regularly scheduled classes. For this reason, the following survey form was prepared by consulting community leaders representing various organizations and age groups.

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ADULT EDUCATION SURVEY

You will find below a list of suggested adult courses, discussion groups and leisure-time activities. Afternoon and evening adult education groups will be organized in those fields where sufficient interest is shown and leadership is available. If you have completed high school or if you have not completed high school but are above high school age (18 years), you may enroll in one or more adult education classes. Indicate not more than five subjects in which you are interested by numbering them (1, 2, 3, 4, 5) in the order of choice. Use the spaces provided. You are urged to add any subjects you choose in the spaces on the other side of this survey. Do not limit yourself to those mentioned. Draw a circle around any subject you are willing to lead or teach--a teaching certificate is not necessary. Do not fail to mention any skills you have. We need your cooperation to make this program a success.

ADULT EDUCATION SURVEY
(continued)

A. ART

- ☐ Flower Arrangement
- ☐ Cartooning
- ☐ Lettering
- ☐ Painting
- ☐ Sketching
- ☐ Sign Painting
- ☐ Wood Carving
- ☐ Handicraft
 - ☐ a. Weaving
 - ☐ b. Crepe Paper Work
 - ☐ c. Basket Weaving
 - ☐ d. Needlecraft

B. COMMERCIAL

- ☐ Accounting
- ☐ Marketing
- ☐ Business Management
- ☐ Commercial Geography
- ☐ Commercial Arithmetic
- ☐ Commercial Law
- ☐ Bookkeeping
 - ☐ a. Beginning
 - ☐ b. Advanced
- ☐ Shorthand
 - ☐ a. Beginning
 - ☐ b. Advanced
- ☐ Typing
 - ☐ a. Beginning
 - ☐ b. Advanced

C. HEALTH

- ☐ Mental Hygiene
- ☐ Marriage Problems
- ☐ First Aid
- ☐ Prenatal Care
- ☐ Public Health
- ☐ Physiology

D. HOME ECONOMICS

- ☐ Drafting & Designing
- ☐ Sewing
- ☐ Home Management
- ☐ Cooking
- ☐ Interior Decorating
- ☐ Personality Development
- ☐ Textiles
- ☐ Nutrition
- ☐ Child Care
- ☐ Family Relations

E. LANGUAGE ARTS

- ☐ Current Literature
- ☐ Americanization (learning to read, write and speak English)
 - ☐ a. Beginning
 - ☐ b. Intermediate
 - ☐ c. Advanced
- ☐ World Literature
- ☐ Public Speaking
- ☐ Speech Correction
- ☐ Parliamentary Law
- ☐ Dramatics
- ☐ Creative Writing
- ☐ Foreign Languages

F. MATHEMATICS

- ☐ Arithmetic
- ☐ Algebra
- ☐ Geometry
- ☐ Abacus (Soroban)

G. MUSIC

- ☐ Music Appreciation
- ☐ Basic Harmony
- ☐ Advanced Harmony
- ☐ Orchestra (Mention your instrument)

H. SCIENCES

- ☐ Astronomy
- ☐ Biology
- ☐ Geology
- ☐ Nature Study
- ☐ Taxidermy

I. SOCIAL SCIENCES

- ☐ American History (Japanese Translation)
- ☐ American Government
- ☐ Current Events
- ☐ Cooperatives
- ☐ Post-War Problems
- ☐ Economics
- ☐ Sociology
- ☐ Psychology

ADULT EDUCATION SURVEY
(concluded)

J. VOCATIONAL

- ☐ Vocation Opportunities
- ☐ Agriculture
- ☐ Electricity (Radio Repair)
- ☐ Plumbing
- ☐ Carpentry
- ☐ Machine Shop
- ☐ Gardening
- ☐ Landscape Gardening
- ☐ Drafting
- ☐ Nursing

K. MISCELLANEOUS

- ☐ Leadership Training
- ☐ Teacher Training
- ☐ Hobbies (Please list your choice)

- a. _____
- b. _____
- c. _____

ADDITIONAL
COURSES DESIRED

- 1. _____
- 2. _____
- 3. _____

ADDITIONAL
SUBJECTS YOU CAN TEACH

- 1. _____
- 2. _____
- 3. _____

Name _____

Address _____

WRITE YOUR NAME AND ADDRESS ON THIS SHEET AND RETURN
IT PROMPTLY TO YOUR BLOCK MANAGER

- - - - -

Results of Survey

After a period of publicity, approximately 4,000 survey forms were distributed to the various families on the project. A return of 950 forms indicated the tremendous interest in the suggested courses. Tabulation of the survey proceeded by subject, name of student, residence, and degree of interest manifested. These forms were then filed for use in notifying prospective students as rapidly as classes could be organized in the fields where sufficient interest existed to justify the formation of such groups.

According to the survey, the younger residents were interested primarily in shorthand, typing, bookkeeping, shopwork, drafting, radio, electricity, etc., while the older residents indicated an overwhelming interest in Americanization,

sewing*, drafting and designing, cooking, and various types of craft work. Many other interests were indicated by both groups, but because of the urban character of the Minidoka population their preferences clustered around the business and industrial courses.

It is realized by the adult education department that although a curriculum should be based on present interests of the people, yet education should develop new interests. A flexible, constantly changing curriculum must be provided to meet the needs of any community. Here particularly, because of the rapid change in the status of our population, it is essential not only that interests be guided but that new needs be met as they develop.

Adult Education Classes in Progress

The following schedule of adult education classes indicates the present scope of our program. It must be remembered that much additional work of an educational nature is available to the residents. Chorus, music appreciation, instrumental lessons, weaving, sewing, needlecraft, flower-making, and a host of similar activities are being directed by the recreation department.

Classes are scheduled from 2 p.m. until 11 p.m., with the most popular period being from 7 to 8 p.m. The convenience of the students and instructors is the principal basis used in determining the place and time of meeting. Curriculum content, with the exception of a few subjects such as shorthand, book-keeping, and mathematics, is planned cooperatively by students and instructors. The wide range of accomplishment characteristic of our classes here has made division necessary in many instances.

*Sewing, drafting and designing, and craftwork have been under the supervision of the recreation division. Drafting and designing has recently been transferred to adult education.

Proposed Courses

Recently courses in elementary electricity; farm carpentry; the operation, care and repair of tractors, trucks and automobiles; and the repair, operation and construction of farm machinery and equipment have been set up under the Vocational Training for Out-of-School Rural and Non-Rural Persons for War Production program. If these courses are successful, additional classes will be arranged.

Local vocational agriculture instructors have been contacted relative to setting up courses in dairying, poultry, swine, vegetable garden production, and general training for farm employees in this locality. When our farm program gets under way there will be added incentive for work of this nature.

The adult education department is now organizing classes in drafting and designing to supplement the sewing projects which are under the supervision of the recreation division. Classes in flower arrangement (for which there is considerable demand) will be started as soon as our instructors feel that there is an abundance of available materials to insure successful courses. This probably will be in the spring or summer when there are flower gardens.

An expansion of our training program to replace workers who leave the project permanently is essential. Our present courses are adequate in the clerical field, and courses recently organized under the defense training program for out-of-school youth should ameliorate the condition somewhat in agriculture, carpentry, and mechanics. However, there should be many projects similar to the stenographic-pool, where work experience is combined with classroom instruction under skilled supervision. A detailed description of the "steno-pool" will be given on following pages.

Courses in geography designed to answer the many questions concerning possible areas of relocation are being planned. In addition, all those leaving the project will be required to participate in a discussion of problems facing them in their new environments. Material for this "relocation etiquette" course is being assembled through the cooperation of the Leaves and Furlough Division.

Forums

A community-wide forum has been organized for the specific purpose of informing residents in regard to administrative policy. Topics are chosen to meet the prevailing interest of the community. Those persons most qualified present the subject, which is then interpreted in Japanese for the benefit of those who have difficulty in understanding English. Free discussion is encouraged.

SCHEDULE OF ADULT EDUCATION CLASSES
(Subject to change);

SUBJECT	INSTRUCTOR	TIME	DAYS	PLACE
Accounting	Takashi Hori	7:00-8:00	T-Th	23-6-B
Algebra I	Tom Toyota	6:30-7:30	M-W-F	23-11-A
Algebra II	" "	7:30-8:30	M-W-F	23-11-A
Am. Gov't.	K. Nakashima	7:30-8:30	M-W	Rec. 4
" "	" "	6:30-7:30	M-W	10-11-E
" "	Y. Nakagawa	8:30-9:30	W-F	23-9-EF
Am. History	" "	7:30-8:30	W-F	23-9-EF
" "	" "	2:30-3:30	M-W	Rec. 32
" "	K. Nakashima	7:00-9:00	Th	10-11-E
Americanization (Beginning)	Hayatsu	1:30-3:30	T	Rec. 40
"	K. Okajima	1:30-2:30	M-W-F	Rec. 32
"	" "	6:30-7:30	M-W-F	32-2-AB
"	Kiyoshi Sugai	6:30-7:30	M-W-F	10-11-G
"	" "	7:30-9:00	M-W-F	10-11-G
"	Tharp-Gwinn	7:00-8:00	M-Th	23-9-AB
(Intermediate)	Kiyoshi Sugai	2:00-3:30	M-W-F	Rec. 8
"	K. Okajima	7:30-8:30	M-W-F	32-2-AB
(Advanced)	Jerry J. Fogarty	6:45-7:45	M-W	23-6-B
Bookkeeping	T. Okamoto-Papa	7:00-8:00	T-F	23-7-EF
(Beginning)	Karl Nakamura	7:00-8:00	M-Th	32-2-C
Carpentry	Henry Linke	7:00-11:00	M-W-F	Whse 14
Cartooning	T. Hirai-C. Shoji	7:30-9:30	M	23-8-EF
"	" " " "	7:30-9:30	W	Rec. 15
Drafting	Tom Toyota	7:30-8:30	T-Th	Rec. 24
Electricity (Elementary)	Idaho Power	7:00-11:00	M-W-F	23-1-AB
English Grammar	Jerry J. Fogarty	7:00-8:00	T-Th	23-9-EF
General Arts-Sketching	Ed. Tsutakawa	7:30-9:30	M	Rec. 15
" " "	" "	7:30-9:30	W	23-8-EF
Harmony	Erling Erlandson	4:00-5:00	T-Th	Rec. 22
Lettering-Poster Design	M. Naito-H. Hirai	7:30-9:30	T	Rec. 15
" " "	" " " "	7:30-9:30	Th	23-8-EF
Mathematics (Advanced)	Tom Toyota	6:30-7:30	T-Th	23-11-B
Mental Hygiene	Mildred Bennett	7:00-8:30	T	32-2-C
Machinery (Farm)	Homer Sisco	7:00-11:00	M-W-F	Whse 14
Post War Problems	J. Light	7:00-8:00	M	23-7-CD
Radio Physics	Ky Fujioka	7:30-9:30	T	23-14-A
Shorthand (Begin.)	R. Aoki-Y. Okada	7:00-8:00	M-W	10-11-D
" "	A. Morita-Ikeda	7:00-8:00	W-F	32-2-C
" "	Fukiko Seki	6:30-7:30	M-W-Th	Ad. Bldg
" (Intermediate)	Fumi Ohashi	7:00-8:00	M-W-F	23-12-F
" (Advanced)	Shiori Kajikawa	6:30-7:30	T-F	Ad. Bldg
Steno-Pool Shorthand I	" "	8:30-9:30	M-T-W	" "
" " " II	" "	" "	Th	" "
" " " II	" "	7:30-8:30	T-F	" "
" " Office Tr.	" "	9:30-10:30	M-Th	" "
" " " "	" "	7:30-8:30	W	" "
" " " "	" "	9:30-10:30	W	" "
Steno-Pool Typing	Seki-Supervisor	6:30-10:30	Daily	" "
Tractor, Truck	Herron	7:00-11:00	M-W-F	Whse 14
Motor Mechanics				

ADULT EDUCATION ENROLLMENT
February 28, 1943

	<u>Subject</u>	<u>Instructor</u>	<u>Men</u>	<u>Women</u>
1.	Accounting	Takashi Hori	5	
2.	Algebra I	Tom Toyota	5	
3.	Am. Gov't.	K. Nakashima	11	9
4.	" "	" "	6	5
5.	" "	Y. Nakagawa	11	14
6.	Am. History	" "	12	13
7.	" "	" "	12	42
8.	" "	K. Nakashima	13	9
9.	Americanization	John Hayatsu		17
10.	(Beginning)	K. Okajima		82
11.	" "	" "	2	17
12.	" "	Kiyoshi Sugai		23
13.	" "	" "	2	24
14.	" "	Tharp-Gwinn	6	20
15.	(Intermediate)	John Hayatsu	1	13
16.	" "	Kiyoshi Sugai	4	3
17.	" "	K. Okijima	11	27
18.	(Advanced)	Jerry J. Fogarty	6	2
19.	Animal Husbandry	John Briggs	10	
20.	Auto Mechanics	Arthur Herron	45	
21.	Bookkeeping	Okamoto-Baba	23	14
22.	(Beginning)	Karl Nakamura	12	9
23.	Carpentry	Henry Linke	8	
24.	Cartooning	Hirai-Shoji	5	
25.	Drafting	Tom Toyota	19	3
26.	Electricity (Elem.)	George Buckley	25	
27.	English Grammar	Jerry J. Fogarty	9	5
28.	General Arts	Ed. Tsutakawa	8	2
29.	Harmony	Erling Erlandson	3	5
30.	Lettering-Poster	Naito-Hirai	16	2
31.	Machinery (Farm)	Homer Sisco	18	
32.	Mathematics (Adv.)	Tom Toyota	14	
33.	Mental Hygiene	Mildred Bennett	10	11
34.	Post War Problems	Jerome Light	7	6
35.	Radio Physics	Ky Fujioka	22	
36.	Shorthand (Begin.)	Aoki-Okada	8	23
37.	" "	Morita-Ikeda	3	20
38.	" "	Fukiko Seki		15
39.	" (Intermediate)	Fumi Ohashi		8
40.	" (Advanced)	Shiori Kajikawa	1	7
41.	Steno-Pool Short. I	" "	3	15
42.	" " " II	" "	9	2
43.	" " Office Tr.	" "	5	15
44.	" " " "	" "	3	11
45.	Steno-Pool Typing	Fukiko Seki	7	30
46.	Vegetable Production	Albert Ficke	20	
			450	523

Total Enrollment. 973

Adult Forum Attendance--Average 800

As had been anticipated, these forums have appealed primarily to the Issei group. Because of the language barrier, it was felt that this group particularly was in need of accurate, timely information in order to prevent rumors and misunderstandings bound to arise when community plans are not fully understood.

The forum organization consists of a general planning committee selected from leaders in the various sections of the project. In addition, the directors of community activities and adult education act as advisory members. Local chairmen and interpreters have been chosen for each of the four local sections into which the community has been divided. These groups frequently are called together for discussion and instruction relative to improving forum techniques. Details of arrangement, publicity, etc., are being delegated to selected representatives from each section.

Attendance at these meetings has exceeded expectations considerably. To date the average number contacted during the week has been approximately 800, with attendance varying greatly according to interest in the topic being discussed.

A forum organization for Nisei is being planned to replace the Youth Forum, a church-sponsored group. As far as possible, responsibility will be delegated to local committees with the adult education department acting in an advisory capacity.

Stenographic-Pool

A strong demand for secretarial courses, an inexhaustible backlog of stenographic work accumulated by the project departments, together with an anticipated shortage of clerical help led to the formation of the "steno-pool". After a general staff conference, the details of organization were delegated to the adult education department, the employment division, and the guidance department of the high school. It was decided that the quota of students allotted to the "steno-pool" should be primarily adults, with high school students having a secondary preference. Supervision of the pool was recognized as a function of adult education.

Because students were to do useful work, it was decided they should be put on a half-time pay basis, with a total of 22 hours weekly attendance required. All those interested in the pool were routed through the employment division for selection as to their employment possibilities. In order to maintain a high quality of work, a minimum of two semesters' training in typing were prerequisite to admission.

The prime aim of the "steno-pool" was to train competent stenographers; for this reason, the work accepted was to be selected for its training possibilities. A two-weeks' time limit

on all typing work was established to prevent departments from using the pool as a dumping ground for rush jobs. The success of the undertaking was to be judged by the competency of the help turned out, not by the quantity of work performed. Quality was to be stressed, regular attendance and excellent work habits encouraged.

In executing the general policies agreed upon, the adult education department selected a full-time "steno-pool" supervisor and a full-time commercial instructor. The office of the pool was set up in the administration area, with the supervisor free each afternoon to make contact with the various offices, select suitable typing material, order supplies, observe skills required in different types of work, and note possible employment opportunities for those in training. In the evening, the supervisor outlined the work required of the students, assisted them whenever necessary, and at all times encouraged efficient work habits.

The commercial instructor was assisted in setting up classes in beginning shorthand, advanced shorthand, and general office practice. These classes were scheduled on a one-hour basis in a wing of the administration area adjacent to the "steno-pool". Classes were so arranged that periods of study would alternate with periods of work, in order to prevent fatigue. All students desiring training in switchboard operation, teletype, mimeographing, dictaphone, or similar skills were to be freed for apprenticeship opportunities.

The "steno-pool" has fulfilled a real need on the project. It has operated smoothly and has already placed several girls in responsible secretarial positions. It can serve as a model for the organization of similar projects in those fields where employment possibilities seem to justify its extension.

Out-of-School Youth Program

At the present time seven instructors are employed under the OSY program and one supervisor for the projects now underway. Though these courses have been recently organized enrollment now totals over 120 adults and many more will probably enroll as rapidly as our facilities permit.

With the exception of elementary electricity, which meets in the high school area, all other shop classes are scheduled in Warehouse 14. This warehouse has been cleared and turned over to Community Services for educational purposes. Two classes in auto mechanics, one in carpentry, and one in farm machinery repair now meet twelve hours weekly.

Useful work experience under competent supervision is provided in all classes. The cooperation of division heads has

been solicited in maintaining a steady stream of work projects suitable for instructional purposes. In the farm machinery class it is planned to accept work from farmers in the neighborhood because our project equipment is not yet in need of repair.

To supplement the farm program here and to give training to those seeking employment off the project, classes in animal husbandry and vegetable production have been outlined. These classes are taught by our two high school instructors in vocational agriculture. The classes meet on alternate days for a total of 15 hours weekly and are organized to take advantage of the local farm projects now being initiated. The carpentry class is also planning to assist the farm program by building hotbeds, cold-frames, hog houses, etc.

In the near future a cabinet maker will be hired to supervise carpentry classes throughout the day. Students will be placed on a half-time pay basis and will construct tables, benches, and other equipment requisitioned through the Public Works Division. It is felt that regular attendance and other good work habits will be encouraged if the students are treated as a normal working group.

Later in the season classes in the processing of food will be opened. At the present time neither the food or essential canning equipment are available. The State Adult Education Department has promised to provide a supervisor of parent education. Teacher-training classes will develop leaders in this field who will work under the supervision of the expert furnished by the state.

PRESENT INSTRUCTORS
OUT-OF-SCHOOL YOUTH PROGRAM

Trenhaile, Stanley
Briggs, John
Herron, Arthur
Brown, Milton G.
Linke, Henry
Buckley, George
Sisco, Homer
Ficke, Albert

Supervisor
Animal Husbandry
Auto Mechanics
Auto Mechanics
Carpentry
Electricity
Farm Machinery
Vegetable Production

Probable Future Program

Because of the rapid changes which take place in the employment status of residents, it is difficult to project an educational program capable of meeting all contingencies. However, it is apparent that there is need for an expanded program of vocational training. By maintaining close contact with the employment division, the adult education department can determine those fields with the most likely employment possibilities. In the vocational field, present limitations on the acquisition of tools, wiring and other essential equipment make our efforts in this direction particularly difficult. A possible alternative, and one which is being explored at the present time, is the possibility of interesting large industrial concerns in setting up trade classes here on the project as a means of relieving the manpower shortage.

Actual work experience on the project affords many an opportunity to acquire new skills, but this apprenticeship training must be carefully supervised and in most instances supplemented by theoretical training. There is a need for more projects similar to the "steno-pool" in order to supply the labor needs here in the community. This type of training also is invaluable in preparing the individual for relocation.

The Americanization program should be continued and expanded. There probably will be a falling off in beginning classes and an expansion in work of an advanced nature. By cooperating with the curriculum department, an increased use of visual aid materials is being planned. Dramatization of our American folklore through historical pageants, etc., needs greater emphasis.

Our program shows a dearth of so-called "cultural" courses. At the present time the people on this project are interested primarily in courses of immediate practicality. If greater interest is exhibited in literature and the arts, our curriculum will be expanded somewhat in this direction.

Due to the speed-up in leave clearances, it would appear that the younger and more capable workers will be leaving the project in large numbers. As this takes place, the adult education curriculum must be altered to meet the needs of those remaining on the project. Without doubt, Americanization classes will continue to occupy a place of prime importance in our program. However, enrollment in many of the vocational courses will drop off and new classes in such fields as cooking, drafting and designing can be added to fulfill the needs of the older age group.

TEACHERS OF ADULT EDUCATION CLASSES

<u>Instructor</u>	<u>Subject</u>
Aoki, Ruby	Shorthand (Beginning)
	Graduate Broadway High, Seattle
	Bookkeeper--Produce Co., Seattle
	Office Clerk--Broadway High, 4½ yrs.
	Secretary--Minidoka Project
Baba, Toshiko	Bookkeeping (Beginning)
	U. of Washington, 2½ yrs.
	Bookkeeper--North Coast Produce Co., Seattle
	Office Clerk--Minidoka Project
Bennett, Mildred E.	Mental Hygiene
	M.S., Stanford U.
	Child Guidance Case Worker
	Several years' experience, Elementary School Teacher and Principal
	Principal, Elementary Schools, Minidoka Project
Erlandson, Erling H.	Harmony
	Bachelor of Music, St. Olaf Col. of Music
	Iowa State Teachers' College
	U. of Montana, U. of Idaho
	MacPhail Conservatory of Music
	Instructor of Music in high schools of Minnesota, Montana, Idaho
Fogarty, Jerry J.	English Grammar
	Americanization (Adv.)
	Diploma, Montana State Normal
	B.S. & M.S., U. of Idaho
	Ph.D. (Psych. & Ed.), U. of Wash.
	Teaching Fellowship; Ass't Director of Curriculum Lab., U. of Wash.
	Director, Adult Education, Minidoka Project
Fujioka, Ky.	Radio Physics
	U. of Washington
	Washington Tech. School
	Radio Servicing
	Hemphill's Diesel School
	Radio Servicing Work

<u>Instructor</u>	<u>Subject</u>
Gwinn, Alice E.	Americanization (Begin.)
B. S. & M.S., U. of Washington	
Hartford (Conn.) School of Religious Education	
English Instructor, Doshisha U., Kiyoto, Japan, 11 yrs.	
Instructor, Public Schools, Seattle, Wash., 3 yrs.	
Instructor of Japanese Language, U. of Michigan	
Hayatsu, John	Americanization (Begin)
Wash. St. College, 1 yr.	
C.P.A., 2 yrs.	
Instructor of English, Japanese Baptist Mission, Tacoma, Wash., 17 yrs.	
English Instructor, W.C.C.A., Puyallup, Wash.	
Hirai, Hisashi.	Lettering & Poster Design
Graduate Broadway High, Seattle	
Edison Vocational School, Art Class, Seattle	
Cornish Art School, Sketch Class, Seattle	
Art & Display Service Work, Van Buskerk's, Seattle,	
Subforeman Instructor, N.Y.A., Seattle	
Hirai, Takaaki	Cartooning
Graduate Broadway High, Seattle	
Edison Vocational School, Seattle	
Cornish School, Seattle	
Free Lance Work	
Van Buskerk's, Seattle	
Art Department, Minidoka Project	
Hori, Takashi	Accounting
B.S., U. of Washington	
Accountant, Minidoka Project	
Kajikawa, Shiori	Shorthand & Office Training
Graduate Fife High School	
Office Clerk--Fife High School	
Clerk & Bookkeeper--Grocery Store	
Kaneko, Shozo	Commercial Art
B.A. (Art), U. of Washington	
Art Center School, Los Angeles	
Stanford University	
U.C.L.A.	

InstructorSubject

Kaneko, Shozo (continued) Commercial Art
Student of Gilbert Rhode, Industrial
Designer, N.Y.
Teaching Fellowship at U. of Wash.
Curator of Henry Art Gallery, U.
of Wash.
Lectured for one year on art at
colleges on Pacific coast.
Advertising, 7 yrs.

Light, Jerome T Post-War Problems
B.S., Antioch College
M.S., Stanford University
Director of Guidance & Curriculum,
Public Schools, Santa Maria, Calif.
Secondary Curriculum Coordinator,
Santa Barbara Public Schools,
Santa Barbara, Calif.
Principal, High School, Minidoka Project

Morita, Ayako Shorthand (Beginning)
Peterson Bus. College, Seattle, Wash.
Office Clerk, U. of Washington and
Madrona School, Seattle
Shorthand Instructor, W.C.C.A.,
Puyallup, Wash.
Secretary, Minidoka Project

Naito, Motoi Lettering &
Poster Design
U. of Washington
Ass't Interior Decorator at
Bolotin, Architect, Seattle
Art Department, Minidoka Project

Nakagawa, Yoriaki American History
American Government
B.S., Waseda University, Japan
B.A., U. of Washington
Principal, Japanese Language School,
Seattle, 20 yrs.
Adult Ed. Counsellor, Minidoka Project

Nakamura, Karl Bookkeeping (Beginning)
B.S., U. of Washington
Shipping Clerk & Bookkeeper, Desmann
Bros. & Co., Seattle
Accountant, W.C.C.A., Puyallup, Wash.
Senior Clerk, Minidoka Project

<u>Instructor</u>	<u>Subject</u>
Nakashima, Katsuharu	American History American Government
Keio University, Japan Instructor in Japanese Language, Reed College, Portland, Oregon Supervisor, Adult Education, W.C.C.A., Portland, Oregon	
Okajima, Kinya	Americanization (Beginning)
Meijikai College, Tokyo, Japan A.B., U. of Denver Instructor in English, Adult Education, Los Angeles, Calif.	
Okamoto, Takayoshi	Bookkeeping (Beginning)
U. of Washington, 3 yrs. Auditor, Minidoka Project	
Seki, Fukiko	Stenographic-Pool Supervisor
Griffin-Murphy Bus. College, Seattle Bookkeeper, N. Nishimoto Co., Seattle	
Sugai, Kiyoshi	Americanization (Beginning)
Graduate Broadway High, Seattle Daichi Chugaku School, Tokyo, Japan	
Tharp, Elma	Americanization (Beginning)
Instructor, Mabie College, Yokohama, Japan, 23 yrs. Executive Secretary, Baptist Mission Headquarters, Tokyo, Japan, 2 yrs.	
Toyota, Tom T.	Algebra I & II Drafting Mathematics (Adv.)
B.S. & M.S., Tri-State College Oregon State College, 3 yrs. Ass't Mech. Engineer, Navy Yard, Portland, Oregon	
Tsutakawa, Edward	General Arts & Sketching
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*Instructors for the OSY Program are listed on
page 9.

