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Mr. Fogarty  
Adult Education  
R.H. #23

Manzanar  
ADULT EDUCATION  
QUARTERLY REPORT





## FOREWARD

Adult education in Manzanar is a school for the people by the people. Specialists and experienced instructors are found within the community to teach courses that satisfy the interests and needs of the residents. Good teachers are not confined to educational institutions. Nearly every community has in its population potential teachers who have skills and knowledge that others want to learn.

Genevieve W. Carter  
Superintendent of Education

The Adult Education Department had its beginning in the early days of Manzanar. Almost immediately upon the opening of the center a number of adult English classes were organized for kibei and issai. Within three months eighteen classes were being conducted. In September, 1942, the Adult Education Department was formally accepted as a part of the Community Services Division.

Since that time our department has had a steady and encouraging progress. During the summer quarter of 1943 we were offering 73 classes in 34 subjects, taught by 40 well qualified evacuee and appointed personnel teachers and enrolling around 2000 students.

In our choice of courses we have always aimed to meet the needs of residents. We have 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 has many phases. The following pages will give you a fair idea of its scope and importance in a relocation center.

W. Melvin Strong  
Director, Adult Education



ADULT EDUCATION DEPARTMENT  
ADMINISTRATIVE STAFF

Superintendent of Education  
Genevieve W. Carter

Director of Adult Education  
W. Melvin Strong

Assistant Director  
Kazuyuki Takahashi

Secretary  
Fumi Matsumura

Office Manager  
Kay Kurose

Registrar  
Mary Watanabe

Staff Artist  
John Hohri

BUSINESS COLLEGE  
Bertha Wodaage-Supervisor

JUNIOR COLLEGE  
Kazuko Suzuki-Coodinator

UNIV. CALIF. EXTENSION  
Setsuko Yano

ADULT ENGLISH CLASSES  
Elizabeth Nishikawa-Supervisor

ADULT ENGLISH HALL  
Fusaye Ueno, Sec'y.

STUDENT RELOCATION  
Helen Ely

VOCATIONAL GUIDANCE  
Takuo Hohri

MOVIES  
Thomas Betsuin

CURRENT EVENTS  
Choyei Kondo and Morris E. Opler

LIBRARY  
Ruth Budd

POLICE TRAINING  
John Gilkey

TAILORING  
Kinsuke Yamamoto

HOME NURSING  
Catherine Yamaguchi

BEAUTY SCHOOL  
Dorothy Oshio

AGRICULTURE  
Shinichi Kaneishi

SHOE REPAIR  
Harry Ikkanda



### ADMINISTRATIVE STAFF

Mr. Ralph P. Merritt	Project Director
Mrs. Lucy W. Adams	Chief, Community Services
Dr. Genevieve W. Carter	Superintendent of Education
Dr. W. Melvin Strong	Director of Adult Education
Mr. Kazuyuki Takahashi	Assistant Director
Miss Bertha Wodacge	Supervisor of Business College
Mrs. Takeshi Nishikawa	Supervisor of Adult English
Miss Kazuko Suzuki	Coordinator of Junior College
Miss Mary Watanabe	Registrar

### OFFICE STAFF

Mrs. Edsen Kurose	Office Manager
Mr. Takuo Hohri	Vocational Guidance Counsellor
Miss Fumiko Matsumura	Secretary
Miss Fusayo Ueno	Secretary of Adult English Hall
Mr. John Hohri	Staff Artist
Miss Setsuko Yano	Typist



TEACHING STAFF

ADAMS, LUCY W.

A.B., Stanford University; Graduate work, London School of Economics. Indian Service, United States Department of Interior. Chief, Community Services, Manzanar Relocation Project, War Relocation Authority.

BOUCHE, BRIEUC L.

B.E., University of California at Los Angeles; General Secondary Teaching Credential. Instructor: University of California Extension Division; Los Angeles County Institute.

BRUCE, WILLIAM J.

A.B., M.A., University of Oregon; Ph.D., Stanford University; General Secondary Teaching Credential. Faculty: University of Oregon; St. Helens Hall Junior College; Stanford University.

BECKWITH, RUTH

A.B., University of California; Simmons College.

BUDD, RUTH

A.B., Occidental College; Library Credential and General Secondary Teaching Credential, University of California. Children's Librarian, Oroville Library.

CARTER, GENEVIEVE W.

A.B., University of New Mexico; M.A., Columbia University; Ed.D., University of California. Superintendent of Education, Manzanar Relocation Project, War Relocation Authority.

FIEL, HAZEL RUTH

Training in Minnesota; Licensed Beautician. Instructor, Riverside School.



FRIZZELL, LOUIS F.

A.A., Los Angeles City College; B.Ed., Special Secondary Teaching Credential, University of California at Los Angeles.

GILKEY, JOHN W.

10 years police work. Faculty, police training school. Chief of Police, Internal Security Division, Manzanar Relocation Project, War Relocation Authority.

GREENLEE, CLIVE W.

A.B., Stanford University; General Secondary Teaching Credential, University of California.

GROTH, MARTHA

B.E., University of California at Los Angeles; General Secondary Teaching Credential.

IGARASHI, FUMIYE

Beverly Hills Secretarial School.

IGUCHI, TAMIKO

Frank Wiggins Tailoring School; Lipson School of Costume Designing.

ISHII, ROSE

Compton Junior College; Metropolitan Business College.

KANEISHI, SHINICHI

Instructor in Agriculture, Manzanar.

KODANI, MASUO

A.B., University of California; Graduate Student and Research Assistant, Department of Zoology, University of California.



KONDO, CHOYEI

A.B., Albion College; M.A., University of Iowa.

MARUMOTO, YOSHIO

Compton Junior College; Southwestern University.

MINAMIKI, TOMIKO

Faculty, Maryknoll School at Los Angeles.

MIZUTANI, FUSAKO

University of California at Los Angeles.

MYOSE, SUSUMU

Instructor in Shorthand, Manzanar.

NAKAGAWA, HIROKO

Glendale Junior College. Faculty, Kyoto Girls' College.

NAKAMURA, TSUNEKO

Faculty, First Japanese-American Institute.

NIELSEN, MELVA

A.B., MacPheill School of Music; University of Minnesota Special Music Credential. Supervisor of Music, Anaconda, Montana.

NISHIKAWA, ELIZABETH AIKO

A.B., Whittier College; M.A., Pacific School of Religion; Instructor, Los Angeles Baptist Seminary.

OPLER, MORRIS

A.B., M.A., University of Buffalo; Ph.D., University of Chicago.  
Faculty: Claremont Colleges; Reed College; University of Wisconsin.



OSHIO, DOROTHY

Beauty College. Licensed Beautician.

PUSEY, HARRIET

B.S., Madison; M.S., University of Kentucky. Member of Administrative Staff, University of Kentucky; Principal, Mortonsville Elementary School, Kentucky.

SAKAKI, AKIKO

Instructor in Shorthand and Typing, Manzanar.

SETOGUCHI, SHIZUO

Woodbury's Business College.

SHIMODA, FRANK

B.S., M.A., University of Michigan.

STRONG, W. MELVIN

A.B., Brigham Young University; M.A., University of Utah; Ed.D., University of Southern California; Credential in School Administration, California; General Secondary School Credentials, California. Faculty: University of Utah; University of California.

SUZUKI, KAZUKO

A.B., University of California at Los Angeles; M.A., University of Southern California. Graduate student in Comparative Literature, University of Chicago. Associate Instructor and Research Assistant, University of California at Los Angeles.

SUZUKI, YURIKO

Frank Wiggins Tailoring School; Los Angeles Costume Designing; Keester's Ladies' Tailoring College.



TAKAHASHI, KAZUYUKI

A.B., Stanford University; Graduate Student, Stanford University School of Medicine; Research Assistant, Department of Anatomy and Department of Biology, Stanford University.

TAKAHASHI, SOYO

San Jose State College; Palo Alto Secretarial School.

TANAKA, SHIGEKO

University of California at Los Angeles.

WODARCE, PERTHA

A.B., University of Oregon; General Secondary Teaching Credential, University of California at Los Angeles.

WOODS, VELMA E.

A.B., M.A., University of Colorado; Ed.D., University of California; ~~Secondary Teaching Credential~~ *Colorado Secondary Teaching Credential*, California. Educational Missionary in China. Faculty: Humboldt State College; University of Hawaii.

YAMAGUCHI, CATHERINE

A.B., University of Seattle; Nurse's Training at Providence Division, Seattle College. Itinerant Red Cross Nurse.

YAMAGUCHI, JAMES MASAE

B.S., University of California at Los Angeles.

YAMAMOTO, DOROTHY

Beauty School, Sacramento. Licensed Beautician.

YAMAMOTO, KINSUKE

Instructor in Tailoring.



YAMAMOTO, YONEKO

Willis Business College.

YANO, KIYOSHI

A.E., University of California at Los Angeles.



SCHEDULE OF CLASSES  
SUMMER QUARTER, 1943

ADULT EDUCATION CLASSES

<u>Courses</u>	<u>Instructor</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
<u>English Classes</u>				
Elementary	T. Nakamura	MWF	9:00-10:30 a.m.	MH #15
			6:30- 8:00 p.m.	17-15-4
Intermediate	H. Ishii	MWF	9:00-10:30 a.m.	MH #29
	S. Tanaka	MWF	6:30- 8:30 p.m.	30-15-3
	T. Minamiki	MWF	9:00-10:30 a.m.	MH #14
		MWF	2:00- 3:30 p.m.	Ir. Rm. 11
		MWF	7:00- 8:30 p.m.	23-15-2
	H. Nakagawa	MWF	9:00-10:30 a.m.	MH #9
Advanced	J. Yamaguchi	MWF	7:00- 8:30 p.m.	9-15
		MWF	2:30- 4:00 p.m.	MH #21
		MWF	7:00- 8:30 p.m.	17-15-2
Grammar & Reading	K. Yano	TuTh	7:00- 8:30 p.m.	21-1-1
<u>Current Events</u>				
Section I	C. Kondo	W	7:00- 8:00 p.m.	MH #9
" II	" "	M	7:00- 8:00 p.m.	MH #22
" III	" "	Th	7:00- 8:00 p.m.	32-15
Current Events	M. Opler	T	7:30- 9:00 p.m.	7-15
<u>Social Science</u>				
Section I	C. Kondo	W	8:00- 9:00 p.m.	MH #9
" II	" "	M	8:00- 9:00 p.m.	MH #22
<u>Teacher Training Courses</u>				
Secondary Education	W. M. Strong	W	6:00- 9:00 p.m.	7-4-4
Industrial Arts	L. Fairman	F	4:00- 5:00 p.m.	1-8-4
Music Methods	M. Nielsen	S	10:00-12:00 a.m.	1-14
Secondary Critic Class	L. Fairman	Th	3:30- 5:00 p.m.	1-4-4
American Institutions	W. Bruce	Th	7:00- 9:00 p.m.	7-13-1
New-Type or Objective Examination	G. Carter	Th	4:00- 5:00 p.m.	1-4-4
Continuation Education	H. Pusey	TF	6:30- 8:00 p.m.	7-4-4
Zoology	M. Kodani	TuTh	6:30- 8:30 p.m.	7-9-4
		S	9:00-11:00 a.m.	"
<u>Miscellaneous</u>				
Industrial Chemistry	F. S. Shimoda	T	7:00- 8:00 p.m.	7-4-1
Tailor Drafting	K. Yamamoto	Daily	8:30-11:30 a.m.	Ir. Rm. #20
			1:30- 4:30 p.m.	" " "



<u>Courses</u>	<u>Instructor</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
Tailoring Drafting	K. Yamamoto	Daily	7:00- 9:30 p.m.	Ir. Rm. #20
Librarianship	R. Budd	S	8:00-10:00 a.m.	7-5-3
Fingerprinting	J. W. Gilkey	W	7:00- 8:00 p.m.	Squad Rm.
Cosmetology	D. Oshio	MW	6:30- 9:00 p.m.	Ir. Rm. #15
		TuTh	6:30- 9:00 p.m.	" " "
Woodcarving	B. Bouche	Th	7:00- 9:00 p.m.	7-14
Home Nursing	C. Yamaguchi	Daily	7:00- 9:00 p.m.	7-13-2
<u>Commercial</u>				
Accounting	Y. Marumoto	TuTh	6:30- 7:30 p.m.	7-5-4
<u>Shorthand</u>				
Beginning	F. Igarashi	MWF	7:30- 8:30 p.m.	7-5-3
Intermediate &				
Advanced	F. Igarashi	MWF	6:30- 7:30 p.m.	7-5-3
Advanced	Y. Yamamoto	MWF	6:30- 7:30 p.m.	7-5-4
Shorthand Section 6	S. Setoguchi	TuF	6:30- 7:30 p.m.	7-15-1
	" "	W	7:30- 8:30 p.m.	"
Shorthand Section 8A	" "	TuF	7:30- 8:30 p.m.	"
	" "	W	8:30- 9:30 p.m.	"
Shorthand Section 8B	" "	MW	6:30- 7:30 p.m.	"
	" "	Th	6:30- 7:30 p.m.	7-5-4
<u>Typing</u>				
Beginning	S. Takahashi	M-F	6:30- 7:30 p.m.	7-13-3
Intermediate	" "	"	7:30- 8:30 p.m.	"
Advanced	" "	MWF	8:30- 9:30 p.m.	"
<u>English</u>				
Subject A	K. Suzuki	T	6:30- 7:30 p.m.	7-1-1
Review of English	" "	MWF	6:30- 7:30 p.m.	"
Speech I	C. Greenlee	W	7:30- 9:30 p.m.	7-3-1
Speech II	" "	F	7:30- 9:30 p.m.	"
Journalism	L. Adams	TuTh	6:30- 7:30 p.m.	7-5-3
<u>Language</u>				
Elementary Spanish	K. Suzuki	TF	7:30- 8:30 p.m.	7-1-1
Intermediate "	" "	MW	7:30- 8:30 p.m.	"
Advanced "	" "	TF	8:30- 9:30 p.m.	"
Elementary German	" "	MTh	8:30- 9:30 p.m.	"
Japanese	C. Kondo	M-F	4:15- 5:00 p.m.	7-6-3
<u>Science</u>				
Genetics & Plant Breeding	M. Kodani	TuTh	7:00- 9:00 p.m.	7-5-3
Agriculture	S. Kaneishi	Daily	8:00-12:00 a.m.	Farm



BUSINESS COLLEGE  
Summer Quarter, 1943

<u>Courses</u>	<u>Sec.</u>	<u>Instructor</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
<u>Bookkeeping</u>					
Beginning	1	R. Beckwith	M-F	9:05-10:35 a.m.	7-9-3
"	2	" "	M-F	6:30- 8:00 p.m.	"
"	3	" "	M-F	8:35-10:05 p.m.	"
Intermediate		" "	Daily	1:00- 2:30 p.m.	"
<u>Commercial English</u>					
Section	1	C. Opler, H. Ely	Daily	2:35- 4:05 p.m.	7-13-1
"	2	K. Suzuki	M-F	6:30- 8:00 p.m.	7-5-3
<u>Shorthand</u>					
Beginning	1	F. Mizutani	Daily	7:30- 9:00 a.m.	7-13-1
"	2	S. Setoguchi	M-F	7:35- 8:35 p.m.	"
Intermediate	1	" "	M-F	6:30- 7:30 p.m.	"
"	2	F. Igarashi	MWF	6:30- 7:30 p.m.	7-5-4
Advanced		" "	MWF	7:35- 8:35 p.m.	"
<u>Typing</u>					
Beginning	1	S. Takahashi	M-F	7:30--9:00 p.m.	7-13-3
"	2	" "	M-F	6:30- 7:30 p.m.	"
Intermediate	1	A. Sakaki	M-F	2:35- 4:00 p.m.	"
"	2	S. Takahashi	M-F	7:35- 8:35 p.m.	"
Advanced	2	A. Sakaki	M-F	8:35- 9:35 p.m.	"
<u>Accounting</u>					
Intermediate		Y. Marumoto	TuTh	6:30- 7:30 p.m.	7-5-4

HIGH SCHOOL COMMERCIAL COURSES  
Summer Semester

<u>Bookkeeping</u>					
Bookkeeping 1H	1	V. Woods	Daily	10:40-12:05 a.m.	7-9-3
"	2	" "	Daily	2:35- 4:05 p.m.	"
<u>Commercial English</u>					
Commercial English	1	C. Opler, H. Ely	Daily	2:35- 4:05 p.m.	7-13-1
<u>Shorthand</u>					
Shorthand 1H	1	A. Sakaki	Daily	10:40-12:05 a.m.	7-13-1
"	2	S. Setoguchi	Daily	1:00- 2:30 p.m.	"
"	3	A. Sakaki	Daily	7:30- 9:00 p.m.	7-9-3
<u>Typing</u>					
Typing 1H		M. Groth	Daily	2:35- 4:05 p.m.	7-13-3
Typing 2L & 2H		" "	Daily	10:40-12:05 a.m.	"



JUNIOR COLLEGE  
Fall Semester, 1943

<u>Courses</u>	<u>Instructor</u>	<u>Unit</u>	<u>Days</u>	<u>Time</u>	<u>Place</u>
<u>ENGLISH</u>					
Subject A	K. Suzuki	0	TuTh	7:30- 8:30 p.m.	7-6-1
English 1A	" "	3	MWF	7:30- 8:30 p.m.	7-6-1
Journalism 79	L. Adams	2	TuTh	6:30- 7:30 p.m.	7-6-1
Public Speaking 1A	C. Greenlee	2	Th	7:30- 9:30 p.m.	7-8-1
<u>FOREIGN LANGUAGES</u>					
German 1A	K. Suzuki	3	MWF	8:30- 9:30 p.m.	7-6-1
Spanish 1A	H. Rogers	3	MWF	6:30- 7:30 p.m.	7-5-2
French 1A	" "	3	MWF	7:30- 8:30 p.m.	7-5-2
<u>LIBERAL ARTS</u>					
Music 46A: Band	M. Nielsen	1	Th	7:00- 9:00 p.m.	24-15
Music 10A: Orchestra	" "	1	M	7:00- 9:00 p.m.	24-15
Safety and First Aid	W. M. Strong	2	F	7:30- 9:10 p.m.	7-2-5
Economics 40: Elementary Statistics	V. E. Woods	3	MWF	6:30- 7:30 p.m.	7-9-3
Mathematics C: Trigonometry	M. Davalle	2	TuTh	6:30- 7:30 p.m.	7-5-3
Science: Zoology 1A	M. Kodani	3	TuTh Sa	6:30- 8:30 p.m. 9:00-11:00 a.m.	7-9-5 7-9-5
<u>SOCIAL SCIENCES</u>					
Political Science 140	W. Bruce	2	Th	6:30- 8:30 p.m.	7-4-1
Man and Culture	M. Opler	2	Tu	7:30- 9:10 p.m.	7-15
Everyday Living	W. M. Strong and Others	2	W	7:50- 9:10 p.m.	7-9-5
<u>COMMERCIAL</u>					
Business 55: Beginning Shorthand	S. Setoguchi	3	MWTh	7:30- 8:30 p.m.	7-13-4
Business 59A: Beginning Typing	A. Sakaki	1	MWTh	6:30- 7:30 p.m.	7-13-3
Accounting 1A	V. E. Woods	3	TuTh	6:30- 8:30 p.m.	7-9-3
<u>BIOLOGICAL SCIENCE</u>					
Human Physiology II	K. Takahashi	2	TuTh	6:30- 7:30 p.m.	Hosp.



# AVERAGE ATTENDANCE PER CLASS SESSION

June - September, 1943

## (A) Attendance in Adult Education Classes:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
1. Re-Training and Vocational Courses	191	649	840
2. Academic Courses	45	26	71
3. Adult English	52	185	237
4. Other Courses (estimate)	<u>630</u>	<u>315</u>	<u>945</u>
Approximate Total Attendance	918	1175	2093

## (B) Number of Students Taking Adult English Courses

52	185	237
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## (C) Types of Vocational and Re-Training Courses and Attendance in each:

1. Bookkeeping	30	26	56
2. Accounting	20	5	25
3. Agriculture	5	0	5
4. Commercial English	9	11	20
5. Cosmetology	0	48	48
6. Fingerprinting	35	4	39
7. Journalism	3	7	10
8. Librarianship	1	13	14
9. Shorthand	15	118	133
10. Tailoring	3	103	106
11. Typing	61	98	159
12. U. C. Extension Teacher Training	9	36	45
13. Home Nursing	<u>0</u>	<u>180</u>	<u>180</u>
	191	649	840



## EVERYDAY LIVING

### Lectures and Panel Discussions

The Adult Education Department is sponsoring a series of lectures and panel discussions on problems of interest to everyone. Students who wish to receive junior college credit may do so by participating in two of the discussions and attending 14 meetings.

These discussions are held every Wednesday evening at 7-14 from 7:00 to 8:30 p.m. The general public is cordially invited to attend any or all of them.

The subjects of the discussions are as follows:

#### HOME:

- |   |           |    |
|---|-----------|----|
| 1. Health Hints in the Home . . . . .           | September | 23 |
| 2. First Aid in the Home . . . . .              | October   | 6  |
| 3. Care of Your Teeth, Hair, and Skin . . . . . |           | 13 |
| 4. Preparation for marriage . . . . .           |           | 20 |
| 5. Ideal Family Life . . . . .                  |           | 27 |

#### COMMUNITY:

- |   |          |    |
|---|----------|----|
| 6. Analyzing the Newspapers . . . . .         | November | 3  |
| 7. Inyo County in National Affairs . . . . .  |          | 10 |
| 8. Mid-Western and Eastern Citizens . . . . . |          | 17 |

#### NATIONAL:

- |  |          |    |
|--|----------|----|
| 9. The Four Freedoms--What is the Peace for Which We<br>Fight? . . . . . |          | 24 |
| 10. The Future and Policies of the U.S.A. . . . .                        | December | 1  |
| 11. Democracy--Its Strength and Weakness . . . . .                       |          | 8  |

#### PERSONAL:

- |   |         |    |
|---|---------|----|
| 12. How Government Taxes Affect You . . . . .           |         | 15 |
| 13. The Problem of Dual Citizenship . . . . .           |         | 22 |
| 14. Nisei in the Armed Forces . . . . .                 |         | 29 |
| 15. Are Japanese Americans Being Assimilated? . . . . . | January | 5  |
| 16. Your World of Tomorrow . . . . .                    |         | 12 |



EVERYDAY LIVING---cont'd.

Announcement of the First Two Discussions:

The special lecture and panel discussion series, sponsored by the Adult Education Department as part of its Junior College program, will begin September 29 at 7:00 p.m. in 1-14 with the topic Health Hints in the Home, under the direction of Dr. W. Melvin Strong. Consideration will be given to the etiology of colds, influenza, infantile paralysis, typhoid, smallpox, boils, food poisoning, etc. What kind of germs are there? Under what conditions do spores survive? What new information do we have about viruses? Why is an immunization program necessary in Manzanar? What are some important suggestions for keeping well? Why is the home one of the most dangerous places a person can be in? How can it be made a safer place in which to live?

The second discussion in this series, to be held on October 6 at 7:30 p.m. in 1-14, will deal with first aid in the home. What are the major divisions of first aid? What should a mother know about first aid? Practical demonstrations will accompany the discussion.

The above two topics go together. The first serves as an introduction to the second. If you are unable to attend both, you are invited to attend either one.

Announcement of each succeeding discussion will be made a week in advance. Watch the Free Press and the bulletin boards for the announcements.



## THE ADULT ENGLISH DEPARTMENT

During this quarter the Adult English Department had an enrollment of close to 250 students. Statistics compiled in August showed regular enrollment totalling 213 students, with 67 in the Beginners' classes, 113 in Intermediate, and 33 in the Advanced classes. Of the total number, 55 were males and 158 females; the range in age was 16 to 64; the mean age, 41; and the median, 43. Five members of the department, Tomiko Minamiki, Doris Nakagawa, Tsuneko Nakamura, James Yamaguchi, and Kiyoshi Yano, have been teaching for some thirteen months. Mrs. Takeshi Nishikawa has been the Supervisor of the Adult English Department since its inception in May, 1942, and much credit is due her for the success of the adult English program.

On May 24, exercises were held, at which time certificates were issued to 88 students who completed a year's study. Similar exercises were held on September 27 for those who enrolled in autumn of 1942. During the summer quarter a number of social gatherings and parties were held, at which time the English language was used exclusively. It is believed that such social functions are important adjuncts to a program of Americanization, for familiarity with the language is certainly the first step in assimilation. Another step in this direction is the special classes in Conversational English for issai and kibe which have been held twice weekly for the past several months.

New students are being enrolled as soon as there is a sufficient number to warrant the opening of a new class. Two new Beginners' classes were organized in June, with Shigeo Tanaka and Hoshie Ishii as teachers. All classes will be re-organized during October, after which the Adult English Department will again make its services available to the residents.

## BUSINESS COLLEGE

A business college is a part of the Adult Education program. Its first term began July 19 and terminated August 27, with an enrollment of 343 students. Of these, 107 were males



and 236 females. Courses were offered in typing, shorthand, book-keeping, accounting, and business English. Six evacuees and three appointed personnel made up the teaching staff.

The second term began September 13 with an enrollment of 437, of which 132 are males and 305 females.

The business college aims at preparing "understudies" to take the places of currently employed office workers when they leave the center, and to qualify advanced students to relocate into commercial positions.

### JUNIOR COLLEGE

Since the inception of this Center in March, 1942, three classes of students have graduated from the Manzanar High School. Feeling that an opportunity should be provided for these students to continue their higher education, a new program for the junior college was planned during the summer.

The fall semester of the junior college began on September 27 with an offering of 18 courses and will continue for 16 weeks. It includes departments of science, social science, English, languages, commerce, and liberal arts.

Complying with the requirements of California junior colleges, the program includes an entrance examination in English prepared by the University of California. This is the standard Subject 4 entrance examination required of most colleges in California.

Even though relocation is our major goal, plans are made for a two-year, four semester, junior college leading to the degree of Associate in Arts.

Since most of the books and supplies are purchased by the students, since instructors are not compensated in addition to their regular jobs, and since the junior college administration comes under an already going adult education program, the W.R.A.



will have no additional expense because of the junior college.

The Manzanar Junior College has been fully accredited by the California State Department of Education, thus allowing students who transfer to outside schools to have their credits accepted.

### VOCATIONAL PROGRAM

In addition to the commercial courses, discussed under the business college program, the Adult Education Department offers other vocational courses, such as agriculture, Red Cross home nursing, woodcarving, librarianship, tailoring, police training, fingerprinting, cosmetology, and teacher training. Our total enrollment in these vocational courses at present is over 700.

In connection with these courses, we should like to embark on a vocational re-training and apprenticeship program. We believe that employment problems in the relocation centers would be minimized if each division had a few apprentices, or trainees, preparing, as understudies, to take the places of those who leave the center. Our definition of a trainee is as follows:

A trainee may be defined as a worker who earns \$12 a month and who, although useful on his job, is chiefly interested in becoming familiar with the various skills and operations on the job in as short a period as possible. A trainee is not an inexperienced worker who is put on a job merely to learn one operation, though that operation may be useful for production purposes.

For the purpose of carrying out such a program the Adult Education Department has prepared a two-page questionnaire which all high school graduates have been invited to fill in, so that better vocational counselling may be provided for them. The next step is to obtain the approval of division heads to place apprentices in their departments, on



a quota based on the number of regularly employed workers, and to rotate these trainees in the learning situations within the department until they have a fairly rounded out background.

In addition to the apprenticeship program, an agricultural re-training course is being contemplated. We have in Manzanar about 400 families who have been truck and fruit farmers in California. They are masters at this kind of specialty gardening, but they are afraid to try farming in the eastern and mid-western parts of the United States. The real and imagined differences between farming as they know it in California and farming as they "fear" it in other parts of the country loom up so large that constitute an almost insurmountable barrier to the relocation of such families at present.

An instructor is being sought who has had farming experience both in California and in other parts of the country and who could, convincingly, teach these people that they will be able to continue their specialty farming on a smaller scale and to care for pigs, chickens, cattle or dairy cows between the growing seasons. What does a farmer do in winter? What can he do along with specialty farming? These are two questions for which we need practical, convincing answers.

We believe that with this kind of preparation, and with the help of local farm agencies, F.S.A. loans, and a favorable community attitude, many of these families would be successfully and happily relocated. This is one of the problems the Adult Education Department is planning for the immediate future.

#### TEACHER TRAINING PROGRAM

Since September, 1942, when the teacher training program was initiated under the supervision of Miss Louise Fairman, seventeen evacuee student teachers have completed a year's work covering all phases of elementary and secondary teaching, including practice teaching and the enrollment in various education courses offered by the University of California Extension Division. Continuing their extension division work, all elementary student teachers completed a course in Music Methods this September. Also in session are a class in New-Type or Objective Examination and one in Continuation Education. Both of these



courses are attended by the elementary and secondary student teachers. With the completion of these courses three elementary and one secondary student teachers are expected to receive their teaching credentials.

The social disorganization brought about by evacuation presented to the teachers many problems peculiar to the community. In many cases the student teachers were compelled to experiment and to pioneer in the solution of these problems, thus giving them an opportunity to apply and to adjust much that they had learned in their classrooms.

With the close of the formal teacher training program in July and the departure of Miss Fairman from the Center, the group left the need for some organization which would keep together those working in education. Therefore, in August, with Dr. Genevieve Carter officiating at a candlelight ceremony, the elementary and secondary evacuee teachers were initiated into the Alpha Epsilon Tau. The fraternity's objectives are threefold: to promote the highest standards of teaching among evacuee teachers, to provide for an exchange of ideas of interest with fellow teachers of this and other centers, and to work together as a group for professional placement in relocation. During one of its August meetings the organization was fortunate in having as its guest Dr. Lester K. Ade, who gave suggestions and information on teacher placement in midwestern and eastern states.

To the many evacuees who have taken the opportunity offered to learn under this teacher training program the past year has proved interesting and profitable.

#### CURRENT EVENTS - JAPANESE

During the summer quarter an average of four hundred students attended each meeting of the weekly Current Events class sponsored by the Adult Education Department and taught by Mr. Choyei Kondo. With the onset of cooler weather, there has been an increase in attendance. Present classes top the five hundred mark.



Students are interested in hearing all sides to every problem. Many kibeï as well as issei constitute the usual audience.

The class is conducted in two periods each Monday evening from 7:00 to 9:00 at mess hall 15. The first period is devoted to a summary of the news of the week, and the second period to lectures on topics in social science and history. Subjects discussed include "Price Control in Wartime," "Ghenghis-Khan," "The War in Europe," "Russia's Role in World Events."

#### CURRENT EVENTS - ENGLISH

On the evening of June 22, at mess hall 21, Dr. Morris E. Opler, Community Analyst, initiated a series of Adult Education lectures on current events. This group met for an hour and a half each Tuesday evening during the summer. The series ended on September 14. The sessions were designed to serve English-speaking members of the community who wished to keep better informed of domestic and foreign events. A review and interpretation of developments in the various theaters of war and on the domestic front opened each week's program. This was followed by a topic of broad interest or general significance. The gathering acted as a forum to which guest speakers and visitors to Manzanar were invited whenever possible. Events which particularly concern those of Japanese ancestry, such as the recent Supreme Court decision on the constitutionality of the curfew regulations imposed upon nisei, dual citizenship laws, etc., were given special attention. Attendance at the lectures reached as high as 85 and averaged about 40.

#### THE MANZANAR LIBRARIES

In April, 1942, with ten thousand people trying to re-establish community institutions in a desert wilderness, the Manzanar Library was born. A gift of seventeen books and eighty magazines provided a beginning collection with which



to organize the library.

In the past year and a half since that beginning, the Manzanar Library has developed into a worthwhile community institution. Along with gifts of old books from individuals, religious groups, and the Los Angeles city and county systems, new books which were purchased from a library budget have been added. Tables, benches, and shelving have been secured finally for all of the branch libraries which have since been established.

The Manzanar Libraries, which were placed under the Education Department in July of last year, have now been completely reorganized.

An office-workshop has been established in Block 1, where all books, magazines, and supplies are received and sent out to the branches. This office is both the "order department" and the "cataloguing department," for it is here that all new books are ordered, catalogued, and processed.

The main library is in the center of the camp at 22-15. Here a basic collection of books and periodicals for both adults and children is located. At present, all newspapers received are also sent to this library.

Another branch library, "The Hilltop Library," is located in the ironing room in Block 12. This branch contains fiction only for adults and for boys and girls.

Two small branches for younger children have been established this summer, one in a schoolroom in Block 31, and one in the block leader's office in Block 9.

School libraries are providing material for both teachers and students. An elementary library with a large collection of children's books for the teachers to check out is maintained in 1-14. The teachers' professional library is also located here with professional books and magazines, a record collection, and a pamphlet file.

The library located in Block 7 is the high school-junior college library. Books which are needed by adult education



classes are also placed in this library.

During the summer a large number of new books have come in, and the subscription list to periodicals is one of which any library might be proud. A large and varied number of pamphlets on many different subjects make up the pamphlet files in the Main Library, the High School library, and the Professional Library.

Thus, from a collection of seventeen books and eighty magazines, the Manzanar Libraries have developed into a community-school library system which, it is hoped, gives adequate service to all of the residents of Manzanar.

The libraries now have over 26,000 books. About 23,000 of these were received as donations. Most of the books in the latter category were received from school and community libraries which no longer had use for certain old or obsolete books, while some were sent to Manzanar as gifts. To Miss Ruth Budd, director of libraries, goes much of the credit for this development.

#### THE STUDENT RELOCATION COUNCIL

Student relocation in Manzanar, which has been slowest of all relocation centers, gained slightly in the past three months with the exodus of more than 15 evacuees for fall semester enrollment in colleges of the Midwest.

The visit of Mr. Tom Bodine, Field Director of the National Japanese American Student Relocation Council in Philadelphia, in May, bolstered up the sagging morale of high school seniors and recent graduates in the interest of student relocation. Mr. Bodine held several conferences with high school students and interviewed, personally, 120 students on various aspects of their problems. Chief of these have been: What colleges are open? What colleges have special fields in which the student is interested? How can the student without adequate funds support himself through school? What vocational fields are open to, and not already overcrowded by, the nisei?



To answer some of these questions, a College Relocation Council was organized under the supervision of Dr. Genevieve Carter, Superintendent of Education. Three evacuee student teachers were appointed counsellors and held counselling hours every day during the eight weeks following the close of school on July 3. The evacuee counsellors were Hideyu Uyeda, Masao Nakazawa, and Chico Sakaguchi. Miss Helen Ely, high school teacher, has been the student counsellor since last year.

The student relocation library, containing college bulletins and other material, was moved from the High School study hall to the office of the Student Relocation Council. Here the Council catalogued all the bulletins and circulars from the schools on the approved list. New catalogues and bulletins were requested and received. Approximately one thousand catalogues from about 450 schools were made available to interested persons for over-night use. The College Council also maintained correspondence with the National Japanese American Student Relocation Council, sending questionnaires, financial data, high school transcripts, etc. Counselling was conducted to aid particularly the recent high school graduates. As a result of this concerted effort, more evacuees showed interest in student relocation, as now there was a definite office to find desired information and to discuss problems.

Several trends have been noted in student relocation. One trend is toward relocation in the smaller midwestern colleges which have been friendly and receptive to evacuee students. A disappointing event for a number of students, particularly those interested in specialized fields, was the announcement made in July to the effect that 44 of the larger colleges and universities which had previously accepted nisei were placed on the prescribed list of schools not approved by the Navy.

The financial picture, according to the National Council, is better than last year, but funds available for scholarship are generally limited to members of certain church denominations. The fact that students cannot receive W.R.A. travel grants has worked hardships on some high school graduates, some of whom have stated that they have as little as fifty dollars toward their school funds.



Trends in the vocational fields still indicate the preponderance of engineering and medical science majors among the relocation students. There is a tendency to over-rate these professions, and there is a danger that these fields may become over-crowded. It is hoped that the vocational guidance program would aid the prospective student relocatee to face realistically his problems and thus aid his adjustment in the community to which he relocates.

### RELOCATION

The Adult Education Department has continuously endeavored to aid the relocation program. Our main emphasis during the summer quarter has been on the collection and dissemination of information on all phases of resettlement. The need for such an educational program has long been obvious. A large number of prospective resettlers is hesitant to leave simply because of the fear of facing the life beyond the barbed wire fence. This fear, more than anything else, is based upon ignorance of the conditions on the "outside" and is intensified by distorted facts and misinformation so prevalent among the residents.

Plans for the preparation of a comprehensive information bulletin covering all phases of relocation were initiated in May. Information and data were collected from WRA bulletins, by correspondence with the various relocation hostels and committees, and from articles appearing in newspapers and periodicals. An effort was made not only to present correct procedures for relocation but also to describe conditions in outside communities, such as wages, living costs, public opinion, federal and private assistance extended to those who relocate. An attempt was also made to call the attention of residents to statements by government officials and other responsible individuals indicating an endorsement of the relocation program. This, it is felt, is an important phase of the educational program, for many evacuees entertain the false notion that they are not wanted and that the public is generally hostile to them.

The bulletin, in mimeographed form and covering forty-



three pages, was published in August. In addition to the English text, it was abundantly illustrated with drawings and a map. Two thousand five hundred copies were prepared and distributed to all families in the center. Complimentary copies were sent to the main Relocation Field Offices and to the various private committees and organizations that are so generously cooperating with the relocation effort.

That the need for information of this sort has existed is indicated by the enthusiastic reception given to our bulletin both by evacuee residents and by those who received complimentary copies. For example, Mr. Elmer L. Shirrell, Relocation Supervisor for the Chicago area, writes:

May we congratulate you on the excellent booklet,  
WHY RELOCATE?....

We feel that a booklet such as this one will aid  
the evacuee in his decision to relocate....

Our department plans to continue its efforts to aid the resettlement program. It is believed that our greatest contribution will be in educating the evacuees on problems associated with relocation. Greater emphasis will be placed in the future upon lectures, discussions, and written articles covering all phases of resettlement, including specific points--such as wages, employment opportunities, living costs, housing--and general trends, such as public opinion regarding the Japanese Americans.

#### GUAYULE PROJECT

The Guayule Experimental Project was incorporated into the Adult Education Department in August. This project was initiated by Dr. Robert Emerson of the California Institute of Technology a few months after Manzanar was opened. Since then the Guayule Project has carried on work in propagation of the plant and in chemical and biological research pertaining to the guayule.



During the summer of 1942, a lath house was constructed, and work on the propagation of the plant by cuttings and seedlings was carried out by a crew of experienced cutters and nurserymen. Plants from Mexico, Texas, and Salinas, California, and other regions were successfully adapted to Manzanar. The most notable contribution of the nursery project was in the propagation of guayule by cuttings, a method which hitherto had been considered not possible for this plant. Experimental work was also done to study the effects of different methods of irrigation, the use of various types of soil, methods of planting, effects of environmental temperature, etc., as they affect both the rate of growth of the plants and their rubber content.

The rubber content of the plants was determined at the chemical research laboratory of the Guayule Project. Qualified organic chemists are engaged in the determination of the rubber content of plants of various ages, and those grown under different experimental conditions.

The most important contribution of the chemical laboratory has been in the development of an improved mechanical method of extracting the rubber from the guayule. The so-called blender method was adapted for this work, and over a period of many months a number of original improvements were developed here. Physical and chemical properties of guayule rubber, together with the mode of its natural occurrence, were studied and the findings utilized in developing the extraction method. The work had as its objective the development of a mechanical method, adaptable to commercial extraction on a large scale, reasonably simple in operation but at the same time giving a high yield of rubber of a good quality. The importance of this work at Manzanar, and the success which has attended it, were recognized by the United States Department of Agriculture in September, and under its auspices the acreage of the local guayule farm is soon to be increased.

Aside from the chemical research, a botanical research laboratory devoted to the biology of the guayule has been maintained since September, 1942. Here the work has centered around cytogenetics and breeding, and the identification of



hitherto unclassified strains and varieties of guayule. Mr. Masuo Kodani, a member of the laboratory and formerly of the University of California, has prepared for publication a report on his research on the cytogenetics of this plant. In addition to this work, an important contribution on the systematics of guayule has been made, and the different strains have been illustrated in natural color by the staff artist of the Manzanar Visual Education Museum.

Throughout its work, the Guayule Project has received the generous and active cooperation from the University of California, Stanford University, California Institute of Technology, and several other universities. Many university men engaged in research on the guayule have visited the Manzanar project and have acted as advisors. Cooperation has also been extended by members of the Department of Agriculture and the United States Forestry Service. Dr. Robert Emerson has devoted a great deal of his energy and time as voluntary advisor to the Guayule Project since its inception. Now that the project has been officially recognized by the United States Department of Agriculture and is to be operated under its auspices, it is expected to be one of the most important enterprises at Manzanar.

#### ADULT EDUCATION SCHOLARSHIP FUND

Realizing the financial need of high school graduates here who wish to continue their studies at some outside colleges, the Adult Education Department undertook the task of establishing a scholarship fund for worthy students. A scholarship committee composed of Dr. W. Melvin Strong, chairman, Dr. Genevieve Carter, Mrs. Margaret D'Ille, Reverend Fujimori, and Reverend Nagatomi, was formed to act as judges in the matter of awards.

Through voluntary individual contributions a total amount of \$151.10 was raised, and this was turned over to the scholarship committee to be used according to its discretion.

With the graduation of over 200 students during the spring and summer semesters of 1943, several eligible candidates were found. After careful investigation and deliberation, the com-



mittee awarded its first scholarship to Frank Seto, a graduate of June, 1943, for his scholastic achievements and promising qualities.

Having been chosen as the receiver of Manzanar's first scholarship award, Frank Seto was able to enter Berea College, Kentucky, this fall semester.

### ADULT EDUCATION MOVIES

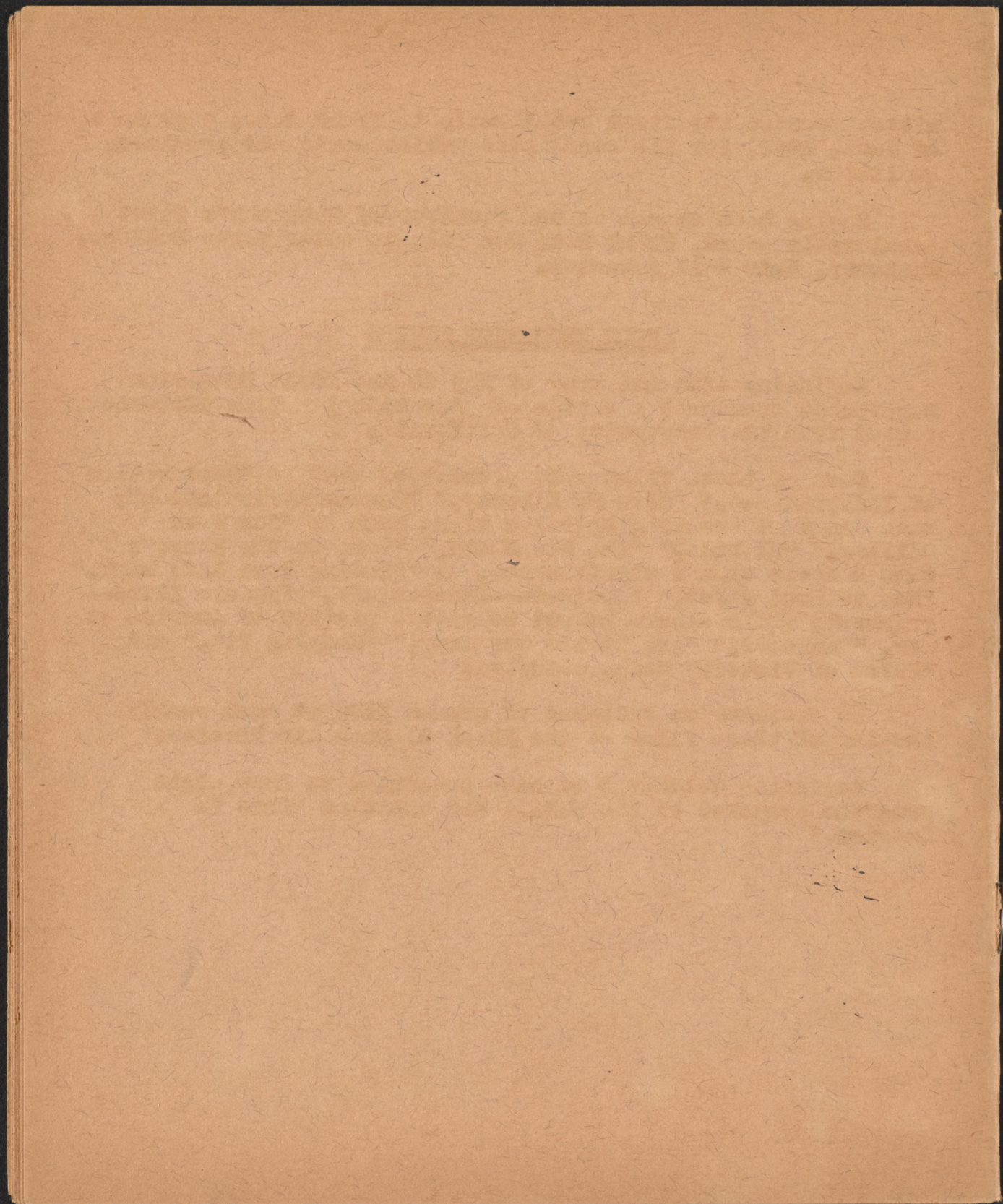
Beginning with the week of May 25 the Adult Education Department sponsored a series of educational motion pictures rented from the University of California.

Some of these films were patriotic, such as "Declaration of Independence," "Give Me Liberty," "Democracy in Action"; some aimed at encouraging relocation, such as "New York Calling," "Florida," "The New South," "Home on the Range"; some had vocational significance, as "Finding Your Life Work," "How to Hunt a Job," "Aptitude--Occupations," "Modern Lithographer"; while others helped to give a picture of America at war, "Manpower," "Arm Behind the Army," "Keeping Fit," and "Price of Victory" being examples.

We estimate an audience of around 2500 at each weekly showing of these films at the Block 21 Open Air Theater.

Beginning October 5 we have scheduled to show eight programs prepared by the W.R.A. and entitled "This Is America."







REPORT OF THE ADULT EDUCATION DEPARTMENT  
AT MANZANAR FOR THE QUARTER ENDING MARCH 31, 1943

Introduction

During the quarterly period ending March 31, 1943, the Adult Education Department at Manzanar greatly expanded the scope of its activities by the addition of new courses, the launching of new programs and, especially, by the incorporation of a junior college in its program. Within the past few months it has become increasingly clear that the policy of the War Relocation Authority is to return the evacuees to normal life. In keeping with this policy and in response to popular demand, the Adult Education Department has placed special emphasis on vocational education and retraining. Courses have been started and others are being planned to equip the evacuees with knowledge and skills preparatory to relocation. At the same time, academic and cultural courses are being offered to meet the needs of residents of all age groups. The demand for knowledge continues to grow. Recent high school graduates and college undergraduates are eager to continue their education, and the older generation are taking this opportunity to increase their knowledge and culture.

Activities

The program of Adult and Continuation Education initiated during the previous quarter was expanded by the addition of new courses and improvements. English and Americanization classes for Kibei and Issei continue to be popular. The Current Events class, held in the Japanese language, showed a marked increase in popularity. The attendance now exceeds 500 and two sections are held every week. The popularity of this class, especially among the Issei, can be attributed to the growing interest in the fast-moving and momentous events of a world at war, events which to the Issei become more meaningful when interpreted and analyzed in Japanese.

A class in Japanese language was started on an experimental basis. The response was immediate and great. The initial enrollment exceeded 150. It was thought unwise, however, to launch such a course on a large scale under the circumstances, and the enrollment was limited chiefly to those who planned to enlist in the U. S. Army for special duty and to those who planned to teach Japanese in colleges and universities throughout the country.

In response to popular demand, adult classes other than junior college courses were started in Wood Sculpture, Flower Arrangement, Domestic Science, Applied Genetics and Plant Breeding, and Preparation for Relocation.

In addition to the above courses and others, the Department has supervised a group of students enrolled in the University of California Extension Division and studying for teaching credentials.

A series of open forums was sponsored by the Adult Education



Department. Among the topics discussed were: "The History, Background and Problems of Japanese and Japanese-Americans," "Background and Policies of the War Relocation Authority," "Youth Problems at Manzanar," "The Nisei's Part in the Post-War World." The Department has also sponsored a series of six lectures on parent education and thereby in conjunction with the P.T.A. is participating in the task of educating parents in the intelligent care of children. A Rumor Clinic has been instituted by the Department and is devoted to the study and analysis of rumors within the center and to disseminate correct information among the residents.

Beginning January 24, six popular lectures were given on Sunday evenings and these were followed by open discussions. The topics in the Series included, "The Growing Cooperative Movement," "The Scope and Problems of Wartime Government Procurement," "The Value of Music During Wartime." Opportunity was given at each Sunday Evening Lecture for contribution to the Adult Education Scholarship Fund. This fund is sponsored by the Adult Education Department and is to be used for relocating deserving graduates of the Manzanar High School in eastern and midwestern universities. A complete list of subjects for the Open Forums and the Sunday Evening Lectures is available in the attached pamphlet entitled, "Manzanar Adult Education with Special Emphasis on Vocational Training, Spring Semester, 1943."

#### The Manzanar Junior College

This quarter marked the beginning of an important phase of activity of the Adult Education Department. Plans for a junior college were completed and registration of students was begun on January 11. Classes were started the following week. The program for a junior college at Manzanar was launched at the suggestion of Dr. Aubrey A. Douglas, Assistant Superintendent of Public Instruction, Division of Secondary Education of the California State Department of Education. It is expected that upon investigation by the State Department of Education, our program and courses would be declared acceptable and up to all California state standards. A number of colleges have already signified their willingness to accept our courses and credits as applied to matriculating and transfer students. At present 31 courses are offered by the Junior College and the enrollment numbers close to 450. A complete schedule of classes for both the Adult Classes and the Junior College courses is available in the pamphlet, "Manzanar, Adult Education, Spring Semester, 1943."

In conjunction with the Junior College program, the Inter-Collegiate Association provides an attractive educational and cultural meeting place for high school graduates and college undergraduates. The Association continues to be active in student relocation.

#### Vocational Education and Retraining

A special effort is being made to offer an intensive



vocational training program to prepare those who want to relocate for jobs and to train others in the center to replace them. Specialized training is offered in courses in typing, shorthand, business English, accounting; the chemistry and biology of guayule, nurses aides, nutrition, carpentry, domestic science, weaving, tailoring, fertilizer chemistry, and plant breeding. A course in agriculture, including animal husbandry, vegetable gardening and the handling of farm machinery, is being planned and will begin in April. A course entitled "Preparation for Relocation" was started to disseminate general information and to discuss matters pertaining to public relations and other problems incident to relocation.

#### Physical Improvements; Supplies and Equipment

Supplies and equipment for Adult Education have been rather limited. The Guayule Experimental Laboratories, however, are an exception. During the current quarter the Guayule Project at Manzanar has attracted nation-wide interest and a limited amount of technical and material assistance has been generously given by faculty members of the University of California and Stanford University. In our technical courses other than Guayule, there is an almost total absence of laboratory equipment. General supplies on the whole are adequate, though there is an urgent need for additional blackboards.

#### Personnel

The personnel for the Adult Education Department is distributed as follows: 12 appointed personnel and 14 resident teachers for the Junior College, teaching 28 subjects and close to 450 students in 43 classes; 4 appointed personnel and 12 resident teachers for Adult classes, teaching 18 subjects and approximately 1,650 students in 30 classes; 4 appointed personnel teaching 19 students in 5 classes in teacher training. Administration and office personnel number ten.

#### Summary

During the quarterly period ending March 31, 1943, the Adult Education Department at Manzanar greatly expanded its activities by the addition of new courses, by sponsoring open forums, popular lectures, a rumor clinic and a program in parent education, and by preparing an exhibit for the National Education Week. The Manzanar Junior College was opened in January and the enrollment numbers around 450. The utmost effort is being made to offer an intensive and accelerated program in trade and vocational education to equip the residents with knowledge and skills preparatory to relocation. Altogether there is an enrollment of about 2,000 students in all classes sponsored by the Adult Education Department. The teaching staff numbers 46, and 51 subjects are being taught. New courses are being planned for the next quarter to further the vocational training program.



*Kazuyuki Takahashi*

Kazuyuki Takahashi  
Registrar

*Charles K. Ferguson*

Charles K. Ferguson  
Director of Adult Education

Attached: Bulletin of Adult Education,  
Manzanar, Spring '43



GUAYULE EXPERIMENTAL PROJECT

MANZANAR, CALIFORNIA

March 27, 1943

To: Doctor Carter

From: Robert L. Fowler

Subject: Quarterly Report

Weather conditions during the first two months of the quarter did not permit much field work and little was done in the way of propagation, germination, or planting. However, extensive plans were drawn up for the spring work. Experimental work in both the Chemical and the Biological Divisions continued uninterrupted. Some guayule rubber of excellent quality has been obtained and much progress has been made in the breeding program.

The area lying East of the Lath House was enclosed by a lath fence and is being used to "season" plants in the open for transplanting into the field plots. Plot 8, directly behind the Lath House, was leveled and fenced. This area will be used for experiments on plantings of rare varieties and cuttings.

On March 15, it was necessary to give up our biological laboratory in the hospital. The equipment from this laboratory was moved to the chemistry laboratory and to the lath house.

Approximately \$70.00 was spent in the nursery division for hardware, chemicals, and lumber. These materials were used in the construction of several cold frames and for the propagation of cuttings. Several hundred dollars more were spent in the chemical laboratory for supplies and equipment. No more supplies will be needed by this division. The biological division received no supplies or equipment during the quarter.

During the quarter, six persons, including the foreman of the Nursery Division, left the employ of the Project. Two have transferred to the Adult Education Department but are still associated with the project. Only one employee has been added to the personnel.



QUARTERLY REPORT: ADULT EDUCATION DEPARTMENT  
MANZANAR WAR RELOCATION PROJECT  
Second Quarterly Period Ending June 30, 1943

INTRODUCTION

The second quarter of 1943 finds the Adult Education Department of Manzanar continuing its work with increased emphasis in some fields and with less emphasis in others. The resettlement policy of the War Relocation Authority, made clear during the last quarter, has brought greater responsibilities upon the Adult Education Department. Since many evacuees have had no formal education beyond high school, since many are eager to learn but have had no opportunity to do so before this, and since many wish to resettle but feel that they are inadequately prepared--the Adult Education Department has revised its curriculum to meet their needs. Greater emphasis is being placed on vocational training rather than on academic courses, but several of the latter are offered to satisfy the demands of high school graduates and college undergraduates. For those who desire cultural advancement, various lecture courses, conducted in both Japanese and English, have been scheduled. By offering a well-rounded program, the Adult Education Department hopes to continue its plan, on the one hand, of equipping the evacuees with skills and knowledge to meet their new life outside with a brighter outlook than they have known before; and, on the other, of contributing toward a wholesome environment within the center.



### Vocational Training

Thus far the vocational training program of the Adult Education Department has centered chiefly around the training of office workers, though other types of training have been offered and more are being planned. During April and May, shorthand and typing classes in the junior college curriculum had average attendances of 90 and 60, respectively. These figures were increased to about 115 and 90, which are the current attendances in new and continuation shorthand and typing classes, respectively, which were organized after the close of the junior college in the middle of May. A business college is projected to begin in the latter part of July to offer courses in typing, shorthand, bookkeeping, English, and office practice. Preliminary registration indicates a large enrollment in these courses.

Other vocational courses include accounting, journalism, Japanese, librarianship, teacher training, agriculture, plant breeding, police training, and tailoring. (A complete list of classes and attendance in each will be found in the attached bulletins entitled "Attendance in Adult Education Classes" and "Adult Education Courses.") The Manzanar Tailoring School, under the sponsorship of the Adult Education Department, is supervised by an evacuee professional tailoring teacher who prior to evacuation had conducted a well-known and flourishing school of his own. Several tailoring classes were graduated and new ones were added during the quarter. The current enrollment in these classes exceeds 200.



The Adult Education Department, jointly with the Internal Security Division, continues to sponsor courses in police training. The classes are taught by the Caucasian Chief of Police, and enrollment is limited chiefly to evacuee members of the Manzanar Police Department. Among the courses given were Laws of Arrest, Traffic Control and Investigation, Methods of Crime Detection, and Finger-printing. The Japanese language class has a small enrollment, since it is strictly limited to those who want to teach Japanese in Army and Navy language schools and in universities. One former student of the class has relocated to Ann Arbor, where she is teaching Japanese at the University of Michigan.

Under the sponsorship of the Adult Education Department, four courses in education are being offered by the University of California Extension Division. Seventeen evacuee practice teachers are taking these courses for the purposes of obtaining teaching credentials. Up to now enrollment in the extension courses has been limited to Appointed Personnel teachers and those evacuees teaching in the local elementary and secondary schools, but arrangements are being made so that evacuees other than teachers could enroll as a group in certain extension courses to receive credit from the University of California Extension Division.

Additional vocational training courses are being planned. The most promising of these is a course in cosmetology, for



which there is an appreciably large demand from the evacuees. There are indications, too, that this is a field in which qualified evacuees could resettle. Since the beauty parlor is owned and operated by the Manzanar Cooperative Enterprises, and since their equipment must be used for teaching purposes, arrangements are being made with the Cooperative Enterprises for the use of their facilities. The local garment factory, shoe repair shop, the Mess Division, Agricultural Division, and the Fire Department are fields to which future efforts in vocational training could be directed.

#### English Classes for Issei and Kibei

Two new English classes for issei and kibei were added during the quarter. There are now 12 classes with a total enrollment of over 240. Many of the students have been attending the adult English classes for over a year. Recently, two classes in conversational English were added to the program. These classes have a total enrollment of about 40 and are taught by a volunteer Appointed Personnel who teaches public speaking in the high school. It is believed that English classes for issei and kibei are a valuable means of facilitating resettlement, for there are many who are reluctant to relocate because, among other things, their inadequate command of the English language adds to the feeling of insecurity. For the issei an adequate mastery of everyday English, especially conversation, would remove this obstacle to relocation.



### The Junior College

The 16-week semester of the Manzanar Junior College came to a close on May 14. Twenty-six courses were offered, of which six were dropped from the program. (A list of courses and enrollment in each will be found in the attached list entitled "Manzanar Junior College...Enrollment in Courses.") In June the Junior College was officially recognized and accredited by the Department of Education of the State of California. A letter to this effect, signed by Walter F. Dexter, Superintendent of Public Instruction and Director of Education of the California State Department of Education, states in part as follows: "...with respect to the qualifications of teachers, the course of study, school facilities, and the organization and supervision of instruction, the junior college at the Manzanar War Relocation Area met the standards contained in the California School Code and the Rules and Regulations of the California State Board of Education for public junior colleges." (A copy of this letter is attached.)

At the end of the semester in the middle of May, 131 students were enrolled for credit in junior college classes. This represents a decrease of 68% from the class enrollment of 326 at the beginning of the semester in January. In addition to the students taking courses for credit, 64 were auditing junior college classes at the end of the semester. This figure represents a 79% decrease from the initial enrollment of 305 auditors. Further analysis shows that of the 326 students who enrolled for credit at the beginning of the se-



mester, 153 either dropped out or changed to audit by the middle of the semester. Forty-two more students dropped or changed to audit during the latter half of the semester. Much of the sharp decline in enrollment during the first half of the semester can be attributed to the Army registration in February. The emphasis on resettlement was another factor in the general decline of enrollment.

At present we do not plan to continue the junior college. A meeting of the junior college teaching staff was held early in May, and it was decided that the junior college program be discontinued. This decision was based on two considerations. First, students working 8 hours a day cannot be expected to keep the pace and academic standards required of a junior college, especially since the crowded housing conditions and the general atmosphere of a "concentration camp" are not conducive to serious study. Second, most of the teachers felt that since W.R.A. regulations allow only one hour of preparation for one hour of teaching, they could not prepare with any degree of satisfaction lectures of a junior-college level. This was especially true of the academic courses such as college physics, zoology, and human physiology.



### Academic and Cultural Courses

A number of courses, which may be termed academic, are offered to high school graduates and college undergraduates. These include English, Public Speaking, German, Spanish, and Human Physiology. The subject matter in these courses are comparable to similar courses in colleges, and the classes are taught by those who have had several years of graduate work in universities.

Courses for cultural advancement consist of two classes in Current Events, one in Japanese and the other in English; Social Science, in Japanese; and Industrial Chemistry, in English and Japanese. These courses are in the nature of popular lectures and are open to the general public. The Current Events and Social Science lectures in Japanese attract large audiences. It is estimated that close to 500 people attend these classes which meet twice a week. Among the topics discussed were "The Soviet-German Struggle," "The British Empire," "Soviet Economy," "Rationing," and "Inflation."

Another current events class is conducted once a week by Dr. Morris E. Opler, Social Science Analyst for Manzanar, for the English-speaking residents. The lectures are devoted to analyses and interpretations of the news. Some recent topics include a discussion on the Supreme Court decision on the constitutionality of imposing a curfew on citizens; the recent "race riots"; the meaning of inflation, present infla-



tionary trends, the attempts by the government to avert inflation, and the public and political reaction to these attempts. Lectures in industrial chemistry are given weekly and are devoted to popular topics, such as "The Manufacturing of Shoyu and Other Condiments" and "The Chemistry and Manufacturing of Cosmetics."

In addition to the popular lectures, three flower arrangement classes are offered as a part of the cultural program. This group has a total enrollment of about 150. An exhibit of flower arrangement was given in May. In line with the recent policy of incorporating arts and crafts in the Community Activities Division, all flower arrangement classes were transferred to that Division at the end of June.

A series of Educational motion pictures was given during May and June. About 25 different titles were shown. These included films on vocational training, science, travel, and cartoons.

#### Relocation Program

During this quarter the Adult Education Department has taken an increasingly active part in the relocation program. Aside from offering vocational courses, the Department has directed its efforts to informing the residents on all phases of relocation, though much of this work is still preliminary. Our work has been somewhat difficult, since there is an appreciable amount of resistance on the part of evacuees toward resettlement. At times our posters and bulletins on relocation



have been torn down from public bulletin boards. In April we extended an offer to the Block Managers to furnish competent speakers to talk in Japanese or English to the residents on relocation. No request for speakers has yet been received.

Another difficulty is that as yet no central authority has been established within the center to coordinate the entire relocation program and to effectively allocate different phases of the effort to appropriate departments. For its part the Adult Education Department has undertaken to gather information concerning W. R. A. policies and procedures on relocation; services offered by various hostels and advisory committees aiding resettlement; and living costs, housing conditions, public sentiment, educational facilities, etc., in various parts of the country to which evacuees may resettle.

Newspaper clippings and letters pertaining to relocation are being collected for future use in our program. We are also preparing and exhibiting charts and posters and have been distributing bulletins on resettlement. (A sample of one of our bulletins is attached.) A comprehensive pamphlet on relocation is nearing completion. In addition, the Adult Education Department is cooperating with the National Japanese American Student Relocation Council.

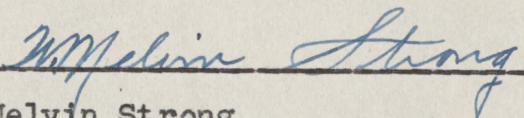
#### Personnel and Physical Facilities

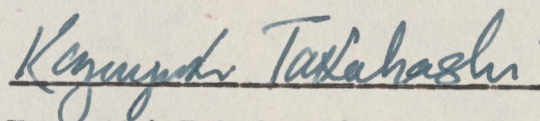
With the departure of Mr. Charles K. Ferguson in June, Dr. W. Melvin Strong became the Director of the Adult Education Department. Three evacuee personnel are engaged in



administrative and supervisory work, four in secretarial work, and another is employed as a staff artist. The teaching staff numbers 32. Twenty-three are evacuee teachers, 17 of them being full-time employees and 6 being part-time voluntary teachers. The remaining 9 are Appointed Personnel who have volunteered to teach. There is a need for additional teachers in the commercial courses, adult English courses; and mathematics, for which there is some demand. Qualified teachers are most difficult to find. Many evacuees with college degrees could certainly teach, but they are unwilling to leave their present jobs in other departments.

Physical facilities are fairly adequate. Classes are held in mess halls, block offices, and, in the evenings, in high school and elementary school classrooms. The adult typing classes are sharing typewriters with the high school. Students have purchased their own stationery, and they have bought their own textbooks for the commercial and academic courses.

  
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W. Melvin Strong  
Director, Adult Education

  
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Kazuyuki Takahashi  
Ass't. Director, Adult Education



- Attached:
- (1) "Adult Education Courses...New Semester,  
May 24 - July 30, 1943."
  - (2) "Adult Education Program...Second Quarterly  
Period."
  - (3) Copy of letter from Walter F. Dexter.
  - (4) Manzanar Junior College enrollment statistics.
  - (5) Poster for Current Events class.