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UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
GILA RIVER PROJECT
RIVERS, ARIZONA

K4-30

July 3, 1944

MEMORANDUM TO: Mr. W. C. Sawyer

SUBJECT: Annual Report of Adult Education, 1943-44

Since family relocation was the prime objective during the past year, Adult Education placed its major emphasis on four types of activities:

1. Learning English
2. Americanization and Community Adjustment (Rivers and Relocation)
3. Vocational Efficiency
4. American Social Customs

English activities stressed the conversation necessary to meet everyday life situations such as purchasing articles at the store, going to the post office, hospital, school, visiting neighbors, etc. Students learned to read, write, and talk. Classes were held for beginners, intermediate, and advanced students. Americanization classes studied the history and development of democratic ideals and practices, functioning of government, both local and national, and responsibilities and privileges in a democracy.

Relocation classes, in addition to studying English, learned how to use ration books, how to buy bus or train tickets, how to apply for a position, how to rent a house, etc.

Under Fine Arts a great variety of courses were offered varying in length from a few weeks to a year. The class in Japanese language for Caucasians has been a continuing class since its beginning. The class gave a short play in Japanese as part of a P.T.A. program.

A very popular activity for both camps was the hobbies and crafts class. An exhibit was held showing the many articles made. The class in recreational leadership was well-attended and was not only an enjoyable experience, but very fine training in game and party leadership for those concerned.

The most popular offering of Adult Education, from the standpoint of attendance, was in the field of Home Economics. Pattern Drafting proved to be the best-attended single course in our curriculum.

July 3, 1944

Vocational training in a great many fields drew next to the highest number of students. Commerce, which included Book-keeping, Business Law, Accounting, Typing, Shorthand, and General Office Practice, was the most popular vocational field.

In the field of Agriculture, Animal Husbandry, Beef Cattle, and Poultry Raising were offered.

Auto Mechanics students not only filled a need in the project motor pools, but reports from relocated students showed some to be working in garages as mechanics.

Chemistry was offered to those especially training as nurses' aides. Many students enrolled in the other vocational fields have relocated and are working at their respective trades.

Twenty-four students earned an average of twelve semester hours of college credit in the teacher-training course.

During the summer months an informal program of parties, picnics, and recreational activities designed to familiarize the students with typical American social customs was included in all English and Relocation classes.

At the opening of the Adult Education program in October, 1942, there were 1354 students enrolled. This was gradually built up to a maximum of 3305 in September, 1943. In January, 1944, the enrollment dropped to 620, due largely to curtailment of the budget and shifting of certain classes as not strictly educational to C.A.S. At the end of the year (June 30) the enrollment was about 1000 students.

For the coming year an increased emphasis will be placed on activities which contribute directly or indirectly to the solution of our relocation problem.

V. W. Marshall
V. W. Marshall
Adult Education Supervisor

The following courses were held in Adult Education during the year 1943-44:

TITLE	NO. DAYS PER WEEK	ENROLLMENT	
		Men	Women
1. Americanization, English, and Relocation	4	527	145 382
2. Fine Arts			
A. Anthropology	1	11	2 12 1
B. Book Club	2	5	2 3 1
C. Chinese Classics	1	27	17 10
D. Chinese Lettering	2	45	22 23
E. Fine Arts	3	40	37 3
F. Japanese Language for Caucasians	2	30	9 21
G. Japanese Poetry	5	54	30 24
Total		215	119 96
3. Hobbies, Crafts, Recreational Leadership			
A. Arts and Crafts	2	66	Women 66 men 0
B. Doll Making	2	66	66 0
C. Fun-By-Doing	1	36	18 18
D. Novelty Making	3	60	60 0
Total		228	210 18
4. Home Economics			
A. Cooking	3	60	Women 60 men
B. First Aid	2	60	52 8
C. Home Nursing	4	210	210 0
D. Parent Education	2	3	3 0
E. Pattern Drafting	5	1580	1580 0
F. Sewing	3	365	365 0
G. Table Manners, Etiquette, Customs	2	180	180 0
Total		2158	2450 52 8
5. Vocational			
A. Agriculture	2	167	men 167 women 0
B. Auto Mechanics	4	100	100 0
C. Chemistry	3	25	4 21
D. Commerce (Law, Typing, Sh. H., Acc., Bk.)	3	288	36 252
E. Commercial Art	2	15	4 11
F. Cosmetology	3	43	0 43
G. Library Methods	1	14	0 14
H. Mathematics (Advanced)	2	37	37 0
I. Radio	2	8	8 0
J. Tailoring	3	35	0 35
K. Teacher-Training	3	40	6 34
L. Woodworking	5	93	93 0
Total		865	677 188
Grand Total		4293	453 3548

EDUCATION

Japanese Relocation Papers
Bancroft Library

BULLETIN #1

March 25, 1944

K 4-30

Since teachers meetings are to be called only when needed for discussion of common problems, bulletins shall be issued from time to time to acquaint you with current items of business.

Several points made during previous meetings are included as reminders.

1. Your suggestions as to materials, methods, or policy are always welcome.
2. Our major objectives are:
 - A. Americanism
 - B. English
 - C. Community adjustment
 1. In Rivers
 2. Outside
 - D. Vocational efficiency (for vocational section especially)
3. Methods-Use direct method as much as possible. Use visual aids where convenient.
4. Write down anything you need; turn into office.
5. Keep some type of written record of progress of your students. We need to know how well they are doing.
6. Recruit new students when possible.
7. Hold classes, even though only a few are present. If it's worth their time to come, it's worth ours to teach.
8. Encourage students who want to take sewing to do so during day time if possible. We want our night classes to hold up in enrollment.
9. Having class officers will give students a valuable experience in parliamentary procedure.
10. Reporting lost equipment at once.
11. Use a teaching technique with beginners, rather than a testing one. Say, "This is a hat" instead of "What is this?" Have students repeat what you say, putting ideas in their own words.
12. Start building a flat picture file. Some suggestions are:
 - A. Mount all pictures. Three sizes:
 1. 6" x 6" or smaller for opaque projector.
 2. About 7" or 8" by 9" or 10" for small groups.
 3. Larger for class display.
 - B. Mount with attractive arrangement--borders even on sides, bottom wider than top, labels neatly printed at bottom. Use print or manuscript.
 - C. Colored pictures must be accurately colored
 - D. One central object to each picture.
 - E. Use library paste or rubber cement for mounting--paste corners or edges only.
 - F. Choose pictures which can be used in "Basic English" especially, although others should be taken if valuable.
 - G. Postcards don't need to be mounted.
 - H. In teaching--
 1. Show only a few in each lesson.
 2. Have students tell what they see.
 3. Lead students to do most of the talking.
 4. Use pictures for a definite purpose.

13. Discourage smoking in classrooms. If two hours are too long between smokes, declare a five or ten minute recess and go outside. Having elementary and high school pupils find cigarette stubs and burned matches in the classrooms the next morning doesn't improve their attitude towards smoking.
14. Items to check.
 - A. Will you please fill in the names and addresses of the pupils enrolled in your classes with approximate date of enrollment and turn into the office as soon as possible?
 - B. If you have not filled in a personal form in the office will you please do so?
 - C. Compare your activities with those recommended for your course to see if you are including all you feel are valuable.
 - D. Look over the material in the office to see if there is anything you can use.
 - E. Make a list of special speech difficulties of your students and plan remedial measures accordingly.

Sample of how the class enrollment sheet should be filled out-

ADULT EDUCATION
CLASS ENROLLMENT

NAME OF CLASS Americanization, Beginners TEACHER Yamamoto, Yoshiko
 LOCATION 49-5-1 DAYS T & Th.
 TIME 7-9 p.m.

Do not include anyone who has been absent two weeks or more

	Students (Last names first)	Address	Approximate date enrolled
1.			
2.			
3.	etc.		

April 25, 1944

ADULT EDUCATION
TEACHERS BULLETIN # 2

NEW MATERIAL

Attached is a list of some of the material available for use in our Adult Education classes. A suggested grade placement is made. However, since most of our classes have groups and individuals with varying abilities, you may be interested in material from other classes.

A few words might be appropriate concerning the new material. The material from ~~Row~~ Row-Peterson is intended as supplementary reading rather than group work. The books marked "Junior High" have 6-9 grade interest level but 5-7 grade vocabulary in most cases. The other material is for intermediate grades (4-6). The vocabulary should not be too difficult for our intermediate groups if a little help is given.

The booklets on government, travel, and social science are intended principally for relocation classes. However, the advanced English classes should enjoy them too. This is good material for the teacher to read and explain to the class.

Encourage the students to take these books home and read them. The literature in "Basic" can be read by advanced students.

The "Language Workbooks" are to be used by whichever group can benefit by them. All but the beginners can probably use Book III. Try them out and let me know your reactions. The same applies to the "Weekly Readers".

If you are not familiar with Thorndyke's "Teachers Word Book" and Ogden's "Basic English," check them out for a week and skim through them.

Other material will be added as it comes in. Drop in the office to see what is there.

Attached also is a brief course description of the Adult Education Program. This is a composite list of activities various teachers have reported, together with recommendations of various WRA sources. An effort should be made to have the content of our courses represent some progress from beginning to advanced work. Will you please make suggestions as to additions, deletions, and changes in this content?

WASHINGTON CONFERENCE

The recent Washington Conference makes the following suggestions on Adult Education.

Only those courses should be included which qualify on the following points:

1. Regular meeting time (Days and hours)
2. Regular attendance
3. Specific program of instruction
4. Course of study from simple, easy work to complex or difficult work.
5. In line with objectives as set up in Bulletin # 1:
 - A. English
 - B. Community Adjustment
 - C. Americanization
 - D. Vocational Efficiency
6. Taught in English as far as practical.
 1. Rivers
 2. Outside

CLASS ATTENDANCE

A standard of 15 enrolled and at least 10 in daily attendance is recommended for all compensatory and paid Adult Education teachers. (This standard does not apply to volunteer teachers). If your class does not meet this standard, will you please make an effort to recruit some additional members? Your class should be able to help you. Block managers and organizations are being contacted in an effort to bring in more students.

LESSON PLANS

There is a very strong feeling among our adult students that they want to "see that they are getting somewhere". They like to see they are "getting through the book" so to speak. While it is true that you can't see progress in conversational work very clearly, the reading, writing, and word study offers a concrete exhibit of progress. The following suggestions are made with the above in mind:

1. Use your "Basic List". Mark the words in some way to show you have introduced, used, and reviewed them. Have the pupils do the same. Let them see you are getting through the list.
2. Have them read the list orally for ear training and enunciation for five or ten minutes each lesson.
3. Write down in your notebook your plan for a week ahead for teaching "Learning the English Language" or what ever other material you are using. Tell the class on Monday what you plan for the week.
4. Spend some time each night having the class write some of the words from dictation. Review these words at regular intervals.
5. Spend some time with the intermediate and advanced students in discussing current events. The weekly newspapers will be here regularly from this date.

Two hours of school at night is a long time for people who have worked all day (including teachers). To make the class more interesting, effective, and to make the time "go faster", the work should be varied. The following is a possible suggestion for an evening's class:

- 6:45 - 7:15 Individual conferences with pupils who need extra help.
7:15 Read "Basic List", discussion.
7:30 Discussion of current events if class is able. If not, picture study.
Use: Weekly Reader
News Courier
Daily or weekly papers
See picture file in office
Magazines
7:45 Reading work with "Basic Texts" or others.
8:10 Recess or 5 minute stretch.
8:15 Dictation and spelling. Writing
8:30 Activity of some type
1. Dramatization of conversation possibilities (at store, station, doctors', etc.)
2. Singing
3. Games
4. Read to the class.
8:45 Conversation. Topics - Camp life
Relocation
News
Rationing
9:15 Dismiss

Books
Class activities
Shows

This schedule could be simplified greatly if you felt it necessary.

TEACHERS BULLETIN # 2

SUBSTITUTE TEACHERS

It is impossible to prevent sickness and other causes of absence on the part of teachers. However, much can be done to keep our program moving, either with or without the regular teachers. The following suggestions may help:

1. Notify the secretary or supervisor in advance if you know you will be absent. Turn in your plan for the night so your class continues as scheduled.
2. Provide a substitute if you can.
3. Make a plan with your class so the members can carry on temporarily without a teacher. An advanced student may be able to carry on.
4. Put a notice on the door if the class doesn't meet, or if it has combined with another class.

It is planned to keep one or two people in training to act as substitute teachers or to assume responsibilities as teachers when regulars relocate or quit. For this reason, I would like each teacher to have a skeleton plan for the week available for inspection or to give to the person substituting.

This skeleton plan need not be elaborate. Compensatory teachers need to plan only for the two nights they teach. I would suggest you confer with the teacher who has your class on alternate nights. The following, based on the enclosed lesson suggestion, is an example:

- | | |
|-----------|---|
| 6:45-7:15 | Individual help or conference |
| 7:15-7:30 | Read first half of "Basic List". Monday and Wednesday second half, Tuesday and Thursday. |
| 7:30-7:45 | Current Events discussion from latest News Courier, Weekly Reader or other. Or (Beginners) Picture study with the following pictures: (List them) |
| 7:45-8:10 | Read and discuss the story. (Book, title, page) Monday, Tuesday, Wednesday, Thursday. (Give each day's lesson) |
| 8:10-8:15 | Recess |
| 8:15-8:30 | Monday-Wednesday: Songs: "The More We Get Together", "Row, Row, Row Your Boat", "Down by the Old Mill Stream", "America."
Tuesday-Thursday: Dramatization: "At the Store"
"Buying a Railroad Ticket"
"The Doctor Calls at Home"
or
(Teacher, Nurse, Policeman, Firechief etc.) |
| 8:30-9:15 | Monday-Wednesday Parliamentary procedure
Thursday-Tuesday General conversation: Get topics from class if possible or (Beginners) Further study of "Learning the English Language" page _____ |

Since the change of time, there seems to be a tendency for the students to come to class later than before. I would suggest you revise your time schedule in order to still get a full two hours of instruction time. By changing the conference time to the first part of the evening you get the following schedule:

- | | |
|-----------|-----------------------|
| 6:45-7:15 | Individual conference |
| 7:15-9:15 | Class instruction |

TEACHERS BULLETIN #2

PARLIAMENTARY PROCEDURE

One suggestion for improving the oral speech of our students, and at the same time, preparing them for relocation is practice in parliamentary procedure. A simple class organization with real officers will make the meetings more natural. It seems that a simple explanation of places where it is used, its advantages over other types of meetings, and the place it has in a democracy would be of real value to our students. We need not go into a lot of technicalities. There are also various ways of conducting meetings. The attached outline is just a suggestion. Copies for your class to use may be had in the office.

This has been a long "memo". Thank you for your patience.

V. W. Marshall
Acting Supervisor,
Adult Education

PARLIAMENTARY PROCEDURE

Chairman: "The meeting will please come to order. The secretary will now call the roll.

Secretary: "Mr. Arimitsu, Miss Hirai", etc.

Chairman: The secretary will now read the minutes of the last meeting.

Secretary: April 18, 1944. The meeting was called to order at 8:30 p. m. by President Yamamoto. Roll was called and all were present. The minutes were read and approved. The "bug" committee reported that Mr. Janeway would put screens on the windows and doors as soon as possible. They are very busy now with other jobs. The decoration committee reported that they were mounting some big pictures to put up in the room so it would look attractive.

Mrs. Fujii suggested that the class have a little party and invite Mrs. Okamoto's class in. Committees were appointed by the chairman, to report at the next class meeting. The following committees were appointed:

Refreshments:	Mrs. Okazaki (Chairman)
	Mrs. Seiji
	Mrs. Kajitani
Program:	Mr. Iwata (Chairman)
	Mr. Hirai
	Mrs. Koyama
Invitations:	Mr. Tsufura (Chairman)
	Mr. Imamoto

Dr. Young visited the class during its meeting and told us an interesting story of how he learned to change tires without increasing the size of his vocabulary.

There being no further business, the meeting was adjourned at 9:05 p. m.

Respectfully submitted,
Atsushi Katayama, Secretary

Chairman: You have heard the reading of the minutes. Are there any corrections?

Mrs. Koyama: Wasn't Mrs. Umemoto on the invitation committee?

Mr. Tsufura: Yes, I think she was. Weren't you, Mrs. Umemoto?

Mrs. Umemoto: Yes, I was appointed to the committee, but I was ill last week and couldn't come to the meeting you had, to write the invitations.

Chairman: Are there any other corrections? Then the minutes stand approved as corrected. Are there any committee reports?

Mrs. Okazaki: The committee decided to serve tea and cookies at the party. All arrangements have been made.

Chairman: Thank you, Mrs. Okazaki. Are there any other reports?

Mr. Iwata: A very interesting program has been planned. I think we shall all have a good time.

PARLIAMENTARY PROCEDURE
(page 2)

Chairman: Thank you, Mr. Iwata. I am sure your committee will have a surprise for us at the party.

Mr. Tsufura: Mr. Chairman, the invitation committee has sent out the invitations. Mrs. Okamoto said her class would be happy to come. I have several acceptances already.

Chairman: Are there any other committee reports? (pause) Is there any old business?

Mrs. Kodani: Are the new Book One's in yet? You said about three weeks ago that you thought they would be here soon.

Chairman: No, they are not here yet. The company ~~must~~ ^{may} not have any more. I will ask in the office about them the next time I am there. Is there any other old business? (pause) Is there any new business? (pause) If there is no further business, the chair entertains a motion for adjournment.

Mr. Shimoto: I move we adjourn.

Mrs. Ishimoto: I second the motion.

Chairman: All those in favor of adjourning say "I". (pause)
All those opposed say, "no". (pause) The motion is carried. The meeting is adjourned.

BIBLIOGRAPHY

- A-1 - Beginners English
- A-2 - Intermediate English
- A-3 - Advance English
- E-1 - Relocation, Beginners
- E-2 - Relocation, Intermediates
- E-3 - Relocation, Advanced

QUANTITY	AUTHOR	TITLE	PUBLISHER & ADDRESS	GRADE LEVEL
10	J. Ames M. Ames O. Ousley	✓ Stories of My Country's Growth	Webster Publishing Co. San Francisco, Calif.	E-2
10	"	✓ Stories of My Country's Beginnings	"	E-2
50	E. Betts H. Green	✓ Daily Drills in Language Skills	Row Peterson & Co. Evanston, Illinois	A-3
50	E. Betts H. Green M. Arey	"	"	A-3
50	E. Betts H. Green	"	"	A-2
4 sets	E. Greenbie	✓ The Good Neighbor Series By Caribbean Shores Panama, Columbia, Venezuela The Central Five Guatemala, Honduras El Salvador, Nicaragua, Costa Rica Next Door Neighbors Mexico Between Mountain and Sea Chile The Fertile Land Brazil Republics of the Pampas Argentina, Paraguay, Uruguay Children of the Sun Peru, Ecuador, Bolivia	"	E-3
5 sets	C. Williams	✓ Our Freedom Series Liberty of the Press Right of Free Speech Religious Liberty Rights We Defend Fair Trial Teaching Democracy Teachers Manual of above	"	E-3

QUANTITY	AUTHOR	TITLE	PUBLISHER & ADDRESS	GRADE LEVEL
2 ea.		✓ The Way of Life Series	Row-Peterson & Co. Evanston, Illinois	A-3
	L. Haddock	Blue Highway		
	G. Korson	Black Land		
	E. Arnold	Nose for News		
	C. Bedell	Shoppers Special		
		At Your Service		
	E. Price	Trail of Trefoil		
	W. Grain	Forty-five Caliber Law		
	R. Ditmars	Animal Kingdom		
	M. Rak	They Guard the Gates		
	L. Laws	Stone and Steel		
	B. Chase	Sand Hog		
	T. Minehan	Lonesome Road		
	D. Coyle	Land of Hope		
	R. Cumlely	Roughneck		
	S. Montague	Riders in Scarlet		
	M. Roberts	One in a Thousand		
	V. Scholffelmayer	White Gold		
	D. Barton	Before Your Eyes		
	L. Fargo	Treasure Shelves		
	R. Flannagan	Golden Harvest		
	W. DuPuy	Green Kingdom		
	R. Murphy	Streamliner		
	V. Robinson	Dr. Jad		
2 sets	B. M. Parker (Physical Sc.)	✓ Unitex Series-Science Clouds, Rain and Snow The Sky Above Us The Air Above Us Fire Stories Read From the Rocks The Earth, the Great Storehouse	"	A-2
2 sets	B. M. Parker (Biolo. Sc.)	✓ Unitex Series-Science Living Things Seeds and Seed Travels Trees Birds Fishes Spiders Insect and Their Ways Animal Travels Animals of Yesterday Garden Indoors The Garden and Its Friends	"	A-2
2 sets	B. M. Parder (Physical Sc.)	✓ Unitex Series-Science The Sun and Its Family The Earth's Nearest Neighbor Beyond the Solar System Our Ocean of Air Fire, Friend and Foe Light Ask the Weather Man The Ways of the Weather	"	A-3 (Jr. High)

QUANTITY	AUTHOR	TITLE	PUBLISHER & ADDRESS	GRADE LEVEL
2 sets	B. M. Parker (Biolog. Sc.)	Unitex Series Science Balance in Nature Insect, Friends and Enemies Insect Societies	Row-Peterson & Co. Evanston, Ellinois	A-3 (Gr. High)
2 sets	(Social Sc.) M. Duffe F. Hill & M. Rice G. Allen H. Mitchell H. Bunn R. Brindze F. Rus R. Jamssen L. Maizlish J. Hillips K. Zelle	Unitex Series Science New England Colonial Life Ashkee of Sunshine Water Prairie Children Fire Fighters Story of Democracy Daily Bread and other Foods From Barter to Money Buried Sunlight Wonderful Wings On the Air Ways The Fight Against Germs	"	A-2 Blind, E-2 A-2 Intermed.)
2 sets	(Social Sc.) H. Akwes H. Hanford B. Brodinski O. Brown S. Chase W. Wittick C. Fuller M. Deusing K. Glover A. Adjerton E. Andrews	Unitex Series Science City Government State Government Our Federal Government Youth Under Dictators A Primer of Economics The Newspaper in American Life The Motor Car in American Life Soil, Water & Man Our American Forests America's Minerals Public Health in America Looking Ahead	"	E-3 (Gr. High) A-3 (Gr. High)
	C. K. Ogden	✓ The System of Basic English	Harcourt Brace and Company	
	✓ E. L. Thorndike	Teachers Word Book	Teachers College Columbia University New York City	
		Weekly Readers		for beginners and advanced

April 28, 1944

TEACHERS BULLETIN # 3

SUGGESTIONS FOR TEACHING THE "BASIC ENGLISH" LIST OF 850 WORDSFor a more detailed discussion, see the book, Ogden, C. K., BASIC ENGLISH

"Basic English is a careful and systematic selection of 850 English words which will cover those needs of everyday life for which a vocabulary of 20,000 words is frequently employed."

There are 600 nouns, 200 of which are of picturable objects. There are 150 adjectives. The other hundred are called "operation words" because they put the nouns and adjectives into operation. In addition, five simple rules for grammar are given.

The average rate of learning foreign words is about 30 per hour. Thus with about 900 words, an average pupil can learn to read (perhaps pronounce is a better term) Basic after 30 hours of instruction. The whole list can be spoken on a phonograph record in fifteen minutes. Sixteen Acts and 20 basic directions are thought of as "operations" rather than verbs and prepositions. This eliminates thousands of words commonly used. Simple sentence patterns are given to show the normal sequence of words, which eliminates much of the trouble with sentence structure.

Technical vocabularies do not concern the ordinary man. However, by learning some 50 more special words plus the internationally accepted words in his own field, the research enthusiast can still get along well in his line of work.

The sentence "I will put the record on the machine now" gives the sequence of words for sentences.

First the person or thing doing the act.

Second the time word "will".

Third the operation or act "put", "take", "get", etc.

Fourth the thing to which something is done.

Fifth how it is done, (or when or where, etc.)

Learning Basic English is done in three stages:

1. The 850 words and their order in sentences.
2. Expansions of the words in form and sense.
3. Special uses of the words, and their use for special purposes.

I-A In teaching, the following suggestions are made for vocabulary development particularly:

1. Go through the whole list orally, to fix the sounds and simple senses in the memory. (This takes about 15 minutes, one word per second)
2. Select words which make natural groups and practice word order.

Examples:

clothes (boot, coat collar, dress, glove, hat, pocket, shirt, shoe, skirt, sock, stocking, trousers, button, hook, band)

body (arm, chin, hair, leg, knee, muscle, nerve, stomach, throat, toe, tongue, head)

house (arch, board, brick, floor, pipe, roof, screw, window, bath, book, box, bulb, curtain, cushion, drawer, oven, etc.)

substances (air, blood, bread, chalk, cloth, coal, cotton, (pictures) dust, glass, ice, ink, leather, meat, milk, paint, paper, salt, silk, steel, sugar, water, wool)

Pronounce the words, then put them into sentences

3. Show how plurals are formed by adding "s". Teach foot-feet, tooth-teeth, man-men, woman-women.
Here is a list of 100 of the simplest names of things which the learner will be wise to get into his head at a very early stage: apple, baby, back, ball, bed, bell, bird, boat, book, box, boy, bridge, brother, cat, coat, color, country, cow, day, door, dress, drink, egg, fall, father, fire, fish, floor, flower, fly, front, garden, girl, grass, hair, hand, hat, head, help, hole, horse, house, light, look, man, milk, money, mother, name, need, night, nose, paint, paper, picture, pig, place, plant, play, pull, rain, ring, room, run, sand, school, shoe, side, sister, sky, sleep, snow, song, start, stick, stop, story, street, summer, sun, table, tail, thing, thought, top, town, train, tree, turn, use, walk, wash, water, way, wind, window, winter, wood, work, year.
4. Use the qualities (adjectives) with what you have already taught. (black, blue, clean, cold, dirty, first, good, great, green, hard, high, kind, like, last, long, new, old, open, ready, red, right, round, same, straight, white.)
5. Teach opposites. (good-bad, warm-cold, etc.)
6. Teach the actions (15 plus "be")
come-go, put-take, give-get, make-keep, let, do, say, see, send, may, will)
7. Teach "do" and "do not"
8. Directions (to-from, at-among-in, through-into-out, down-up, about-on-off, before-after-between, over-under, across-by, against-with, of-for)
9. Teach the adverbs of "How, when, and where". These tell "what way" things are done. Tell class these adverbs are usually formed by adding "ly" to the adjectives. Some don't follow the rule: (again, far, enough, forward, here, near, now, out, still, then, there, together, well, little, much) There are also these of of degree (almost, enough, even, quite, so, very.)
10. Teach "I, he, you, this, that."
11. Teach "Cries" or "Interjections" - Danger! Help! etc.
12. Add the last 100 words (if not already taught) p. 64. Group into natural units as far as possible.

I-3 The following suggestions are made for teaching word orders:

1. Use simple statements in the usual order.
"I will give simple rules to the boys now." By substituting other pronouns and nouns for "I", other adjectives for "simple", other nouns for "rules" and other adverbs for "now" you can have an endless number of sentences.
2. Complex words like "coal-house", "music-book", "milkman" can be added by explaining how the words can be put together to make new meanings.
3. Teach conjunctions so these simple statements can be connected and speech "smoothed out". "I am tall, but you are short."
4. Show that who refers to a person, which to things.
"I have a father, who is tall."
"I have a hat, which is gray."
5. Teach the five types of adverbs which don't come at the end of the sentence. (How, when, where, why)
(a) "It is almost six." "I am very happy."
(b) "I was not happy." "He will not come."
(c) "There is a reason why he is sad." "Take this coat when you go."
(d) "We are near a book store." "Chicago is far from Tokyo."
(e) Will you be still? She is still here. He will still have that. I do not ever go. Have you ever been there?

6. Teach questions. Show how questions are statements turned around.
 "Sugar is sweet". becomes, "Is sugar sweet?"
 "Do" precedes verbs for present, "Did" precedes for past tense.
 Teach "how, when, where, why" for use in questions.
 "Do you like sugar?" "Did you eat yesterday?" "How did you come?"
 "When did you go to Canal?" "Where are the chairs now?"
 "Why did you go home?"
7. Teach time forms. Use of pronouns with "be".
 "I am where he is." "We are all in the same place." "This was where these were seen yesterday." "I am going where he is." "We are having our meal." "I have some things which he has. You have not got what he has. Whenever he lets us, we take what he makes. Whose are these dogs which come here. Our dog came and got a bone. He has gone now. Others who had done it before, gave me some help.
 "It seems that if I do not let the boy whom I saw have it, he may take what he would not take before."
 "He says that we may have been wrong, because we might not have seemed so foolish if we had not let them take it."
8. Teach comparisons. Usually "more" and "most" are used with longer words, "er" and "est" with shorter ones:
 Food is more important than soda pop.
 Milk is a baby's most important food.
 Bill is tall, Jack is taller than Bill and Harry is the tallest of the three.
9. Teach irregulars: bad, worse, worst; good, better, best; little, less, least.
 Bill is a bad boy, Jack is worse, but Harry is the worst of all. This is a good letter, this is a better one, but this one is the best of all. I have a little money, you have less, and John has the least of all.
 Unequal comparisons use than. "The country is more beautiful than the city."
 Equal comparisons use as. "She is as good as her sister."
9. Teach endings in er, or, ing, and ed. (Half the names in Basic English take these endings.)
 The teacher is here. She is teaching the class. The actor is on the stage. He is acting. He desired to go. She loved her daughter. We regretted the act.
 Clear up any misunderstandings which may arise with exceptions to the rules: (Flower, answer etc., face for part of body and face meaning to turn, watch meaning a timepiece, and keeping an eye on someone.)

II Expansions

Expansions are extra meanings which widen the meaning and use of words. These expansions are taught after the more common meanings are clear. (See "Basic by Examples")

1. My foot is used for walking. The foot of the hill is its base or bottom.
2. My arm is tired. The soldiers guns are called their arms.
3. I have a cold in my chest. The chest is full of clothes.
4. The food was too bitter to eat. It was a bitter experience.
5. This is an iron fence. The iron is too hot to use now.

Special uses give a word a narrower use, rather than a wider one.

1. Paper is used in many ways. Our paper comes in the morning.
2. Man is the highest of animals. A man is not a woman.
3. Adding er, or ing, and ed are also common expansions.
4. Many qualities have different meanings (chief, cold, flat, sweet, wrong, young)

Names of acts. The following are a few of the many uses of words as acts:

1. It is wise to let things be as they are.
2. Many ideas came into my mind.
3. I will do without food.
4. I got a shock from the electricity.
5. The speaker gave a talk.
6. Machines go smoothly if oiled.
7. I have two legs.
8. I will keep the secret.
9. The policeman let the man go.
10. The general made history.
11. He put his troubles out of his mind.
12. He will say what is needed.
13. I can't see through that trick.
14. It seems to me to be fair.
15. The ball was sent over the fence.
16. What will you take for this knife?

Names of directions. Many of the words already studied have other meanings.

1. He knew a great deal about science.
2. It happened after I came.
3. He was against any changes.
4. Among other things, he was a great scientist.
5. I will be here at four.
6. He was brought before the judge.
7. It was a fight between two boys.
8. They were troubled by ants.
9. He went down the street.
10. There is no need for noise.
11. He got a good profit from his business.
12. The car is in good condition.
13. He has a good store of apples.
14. The light was turned off.
15. He played on the piano.
16. The sick man is now out of danger.
17. The game is now over.
18. I am through with my work.
19. He wants to be a teacher.
20. The crook was under the influence.
21. He is building up a good business.
22. He spoke with authority.

III Special uses. These words or uses are called "idioms" in language books. They have three chief causes:

1. Attraction to the uses of other words. "We came to a stop (or a place)."
 2. Loss of some words normally used. "The committee was kept in (in power)."
 3. Some special picture formed in the past but no longer clear to everyone. "He put up with the trouble."

It is recommended that the students get thoroughly familiar with the work up to now before spending very much time with these 250 uses. Since they are thoroughly explained in the book "Basic by Examples", and Basic English, Page 115-123 it is not necessary to repeat them here. Check these books out and study the uses.

On pages 124-130 is an explanation of how Basic words are substituted for many other words, thus keeping down the vocabulary to a small total.

1. A "deaf" person is "hard of hearing".
2. "It will not be done unless I do it" becomes, "It will not be done if I do not do it."
3. "I heard about it", becomes, "I have news of it."
4. A "husband" is called a "married man". If a person refers to a person, he says, "This is Mr. Jones" rather than, "This is my husband". Her "husband" becomes "the man she is married to," etc.

ADULT EDUCATION, TEACHERS BULLETIN # 3 (page !)

On page 132 is listed the 50 most important "fixed word-groups". Advanced students are ready for this group of special uses. Beginners and intermediates will only learn these uses incidentally as they do their other work.

Some words are so commonly known throughout the world that they are called "international words". A list of these is on page 134. Days of the week, names of the months and the most common numbers are listed on page 135 and should be included in "Basic".

On page 221 is a list of 100 general science words, which in addition to 50 special words in a particular science field, will give the student a valuable background for studying science.

This may seem like a complex system of learning English but it has been developed by experts over a long period of time. It has been tried out with a great many classes of many different foreign backgrounds and has been found very satisfactory.

I recommend that all teachers familiarize themselves as much as possible with it and use as much as they can benefit by.

There are three textbooks by Ogden in the office. The pupil texts "Learning the English Language" follow the suggestions rather closely. There are also a dozen or more books, all in basic which may be checked out by either teachers or pupils.

V. W. Marshall
Acting Supervisor,
Adult Education

ADULT EDUCATION
TEACHERS BULLETIN # 4

QUESTIONNAIRE TO ADULT EDUCATION FACULTY

SUMMER PLANS

In order to make plans for the summer months and to coordinate our activities with the general community program, it is necessary to ask for the following information.

1. Do you plan to teach continually through the summer?

YES _____ NO _____

2. If above is answered "no", tell when you plan to take time off.

3. Do you have any suggestions for changes for the summer or additions to what we are doing now? If so list them below.

4. If you plan to use any supplies or equipment not now available, will you please list below.

May 2, 1944

ADULT EDUCATION

TEACHERS BULLETIN # 5

In line with recent bulletins from Dr. Young and Mr. Bennett, I wish to remind all teachers of the following regulations concerning hours of work.

Compensatory time: Three hours per night is allowed for appointive teachers working in the Adult Education program. Time schedule is as follows:

6:30 - 6:45	Travel time to post.
6:45 - 7:15	Individual conference time with students or preparation for lessons.
7:15 - 9:15	Instruction hours.
9:15 - 9:30	Travel time from post.

Evacuee time: As of May 1, 1944, all evacuees are required to work 44 hours per week in a full time job. This is not a new requirement but some explanation might be timely.

Since Adult Education classes are nearly all held at night, it is obvious that the time schedule will vary somewhat from those employees working at day jobs. The following examples should clear any questions you may have.

Case 1.	Teaches 5 nights	5 X 3 = 15 hrs.
	Preparation time allowed	15 hrs.
	Extra duties and time at office or station	14 hrs.

44 hrs.

Case 2.	Teaches 4 nights	4 X 3 = 12 hrs.
	Preparation time allowed	12 hrs.
	Extra duties and time at office or station	20 hrs.

44 hrs.

Case 3. (Half-time teachers, who substitute)

Teaches two nights	2 X 3 = 6 hrs.
Substitutes or office	2 X 3 = 6 hrs.
Preparation time allowed	10 hrs.

22 hrs.

Case 4. (Half-time teachers who don't substitute)

Teaches two nights	2 X 3 = 6 hrs.
Preparation time allowed	6 hrs.
Extra duties and time at office or station	10 hrs.

22 hrs.

Extra duties which Adult Education teachers do while attending the office or serving at their stations include the following:

1. Collecting, mounting, and classifying pictures for the visual aids file.
2. Repairing and marking books, pamphlets, magazines, and other literature used in class work.
3. Making posters and notices announcing Adult Education classes.
4. Ditto work in connection with classes.
5. Writing up original material for class work.
6. Helping students who come in for work they missed because of absence, or further explanation if they didn't understand all their class work.
7. Other duties which are assigned from time to time by the supervisor.

It is expected that teachers be at their station of work or at designated stations during the time they are scheduled to be there. However there are conditions when this will not be true. Among them are the following:

1. If you are helping a student at his home, because he is ill.
2. If you are making contacts in the community to enroll further students.
3. If you are doing other assigned work in connection with Adult Education activities.
4. If you are on leave.

There has been some change in leave policy for evacuees. The following quotation explains sick leave:

Sick leave of 15 days per year will be granted beginning May 1st. During the first month, the resident employee is required to have a medical certificate for each absence if only for one day. In other months following, if the employee is absent for three days for illness or injury, he must have a medical certificate to return to work. If there is illness in his family, he may be excused, but he must produce a medical certificate of illness of the member of the family.

There may be Leave Without Pay for six days with the approval of the Section head. If a longer time is to be granted, that must be done by the Project Director.

A resident employee must apply for leave ahead of time by filling out a form and submitting that form to his immediate supervisor. When it is approved, the notice must be turned over to the Timekeeper and the request sent to Personnel Management. Sick leave must be applied for on the same basis as that for the appointed personnel.

If an employee is absent on unauthorized leave for five days, he may be terminated. If he is absent without authorized leave, he must work one full month before obtaining any leave.

If the work day is from 8:00 to 12:00 and 1:00 to 5:00, that will mean that people are not to arrive at 8:15 or 8:30 and leave at 11:30 or 11:45; they are not to arrive at 1:15 or 1:30 and leave at 4:30 or 4:45. If the work day is some other group of hours, then the full time is to be accounted for.

Beginning May 1st, there will be vacation leave. Every full-time worker is entitled to one day per month. If he is assigned the first of the month, he gets one full day for that month; if he is assigned the 15th of the month, he gets one-half day of vacation leave. The workers will be granted vacation leave

ADULT EDUCATION, TEACHERS BULLETIN # 5~ (pag. 3)

only on the approval of the Section Heads. Vacation leave can be transferred from one Division to another. This means, of course, that it will be cumulative, but only to the extent of 12 days per year. Under present regulations, the 12 days must be taken during a specified time, and I do not know exactly when right now.

A complete schedule of assigned time and stations ~~is~~ to be kept in the office for inspection and reference by any visitors or officials from on or off the project.

Any changes in schedules should be made only after conference with your supervisor.

V. W. Marshall
Acting Supervisor,
Adult Education

July 26, 1944

ADULT EDUCATION

Teachers' Bulletin #7

1. There are three complete series of material available now for use in English classes. I would suggest you complete Books I and II in "Learning the English Language" before using the Practical Readers for Adults and Language Readers.
2. Playtime Weekly Reader "A" and "B" are here now and will be arriving weekly through August. Weekly Reader "A" is for beginning and intermediate classes, "B" for advanced classes.
3. If you anticipate needing any supplies not now available, please turn your request in not later than August 6th.
4. Be sure you know where all equipment such as maps, rulers, etc. is at all times.
5. It is necessary for all evacuee employees to come to the office personally each day and sign the daily time report. This may be done either during the day or at night before you meet your class. While this is an inconvenience for the teachers living in Blocks 63, 54, and 58 in Butte and 21 and 9 in Canal, it is a necessary part of the time keeping routine.
6. Be sure you turn in your class attendance each week, noting any students dropping (absent two weeks) or new enrollment.
7. Hold your classes regularly, even though only a few come out during special programs such as shows, etc. If they wish to leave early, grant their request.
8. Recruit new members to replace drops and relocating students. Your students are your best salesmen for getting new people enrolled.
9. Dr. Young will act as supervisor of Adult Education from July 29 to August 22.
10. Part of our program for the summer includes informal gatherings such as parties, songs, games, etc. Encourage students to use English as much as possible during these events, without spoiling the fun. Two teachers might well get their classes together during class time for such activities. It's all part of our program this summer.