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WAR RELOCATION AUTHORITY

Washington

ADULT EDUCATION AND ORIENTATION MEMORANDUM NO. I

GROUP DISCUSSIONS FOR ADULT CENTER RESIDENTS

Activities which the Project Adult Education and Orientation Committee will find it most appropriate to foster in a program to meet the objectives stated in Administrative Notices 124, and 125, fall roughly into two groups. One is the class-type activity under the direction of an instructor. The other is the non-class activity, of which there are many kinds, such as lectures, discussions, forums, exhibits, motion picture showings, dramatizations, etc. Direct responsibility for planning in detail and for supervising class activities for adults, in which instruction is given by persons paid by WRA, rests with the Education Section. The responsibility for non-class activities is not so centralized. The Committee should seek, therefore, to develop appropriate sponsorship for those activities of this type which in its opinion would contribute substantially to the meeting of the four major objectives of the program of Adult Evacuee Orientation.

Among the non-class activities, one of the most effective in assisting center residents to find solutions to many of their problems, especially those related to their readjustment to life outside a Relocation Center, is the group discussion. A group discussion may be formal or informal, for a very large group, or for a small group.

The following steps are suggested to the Project Adult Education and Orientation Committee in planning an expanded program of group discussions:

I. Identification of Topics.

- A. Determine, with the assistance of representatives of evacuee groups, both official and social, and of the staff
 - 1. What subjects are being talked about among residents that would lend themselves to profitable group discussions on an organized basis.
 - 2. What subjects groups of residents want, or need, to have discussed that are connected with their present or future problems.

II. Check of Resources.

- A. Determine the availability on the projects of publications and other materials and of well informed individuals, both residents and staff members, that could be utilized in the development of group discussions of topics selected as of interest and value to the residents.
- B. Ask the Relocation Program Officer what information and participation he and his staff can provide for group discussions of opportunities for the relocation of individuals and families, especially for those with common major occupational interests.

III. Promotion of Activities.

- A. Encourage and stimulate groups of residents to organize discussions of topics determined to be of interest or value to them; assisting, when requested, in the organization, in the selection of materials and participants, and, if advisable, in the conduct of the meetings.
- B. When necessary to the success of an important program of discussion
 1. Request the assistance of the Washington office in furnishing information, materials, or direct participation.
 2. Utilize facilities outside WRA to secure materials or speakers.

IV. Evaluation and Report.

- A. On the basis of attendance, reaction of participants and other available evidence, appraise the success of the activity in relation to the purpose for which it was organized.
- B. Secure, for the use of the Committee, a report of the activity from its sponsor or leader and prepare a brief summary of its essential features for transmittal to Washington, for the attention of the Advisory Committee on Adult Education.

Many questions may arise in connection with the development of this type of non-class activity. Attached to this outline are a few of them to which the Washington Committee has prepared answers.

QUESTIONS ABOUT THE DEVELOPMENT OF GROUP DISCUSSIONS

1. What is the objective of the program?
To provide the means by which center residents may (1) analyze fully and come to an understanding of the problems facing them at present and that they will meet in the future; and (2) obtain information and assistance in reaching sound conclusions and decisions.
2. For what kind and size of group is the program intended?
Any group which can profitably participate in, or listen to, an organized discussion of a topic, or series of topics, of interest to them.
 - a. Existing groups, such as clubs and societies, P.T.A., Council and Block Managers, Block residents, religious organizations, etc.
 - b. Center-wide assemblies.
 - c. Groups organized about common interests; occupational, cultural, etc., including groups having common relocation interests.
3. Where will these discussions be held?
Throughout the center wherever a group can meet under conditions appropriate to a discussion meeting.
4. When will the discussions take place?
At any time convenient to the participants.
5. What form will the discussions take?
Any form which the group may elect--

Forum	Round-table
"Townhall"	Panel
Debate	Seminar or study group
Formal	Informal
6. Will the discussions have a leader?
Yes.
7. Who will serve as this leader or chairman?
A person selected by the group.
8. Should the leader be experienced in this form of endeavor?
While this is desirable, it is much more important that he be a person whose standing in the community or group, personality, and interest in the subject of the discussion qualify him for the task. If he has not had experience in leading the type of group discussion called for, he should be assisted in learning how to do so effectively. Leadership training can be organized for this purpose when desired.

9. What kinds of topics will be discussed?
Topics that assist the evacuees to clarify their thinking and planning for the future.
Problems arising from evacuation and center life that have a bearing upon their future.
Questions of importance and interest to a particular group, on the basis of their own analysis and choice.
Questions which will help each member of the group take an inventory of the total situation from his own standpoint.
10. What are some of the areas in which these topics are likely to be found?
Problems of adjustment to a new community

Social
Financial
Occupational

The future of the Japanese and their children in the United States.

The role of the Issei
The Nisei; Today and Tomorrow
Future Generations

Informational topics; such as

Conditions in Specific Communities
Occupational Opportunities and Requirements
Recreation
Social and Religious Facilities
Community Attitudes and Acceptance
American Customs and Practices
Current Events
Progress of the War and Plans for the Peace
Our Domestic Policy
Our Foreign Policy
Effects of the Election

11. How many residents will be reached through these discussions?
This will depend upon successful publicity and promotion of the activity on the part of its sponsors, the appeal of the topics to be discussed, the standing and ability of the leader and participants, and the sustained value of the program to those attending. One of the most important functions of the Adult Education and Orientation Committee is to advise and assist group sponsors in so planning, organizing, and promoting their activities that they may effectively reach and serve the greatest number of those who can profit from them.
12. What will be the outcome of these discussions?
Their success will be measured by the degree to which they meet the objective stated in the answer to Question No. 1.

13. What use should be made of any conclusions reached in the discussions?
They will serve their major purpose if they meet the needs of the members of the group. Some conclusions may be of such general interest and value that they will warrant wide distribution through Center publications and may even be sent to other centers for the benefit of groups with similar interests.
14. Should controversial subjects, and those which residents may wish to dodge, be included in the discussion?
They should not be avoided, but must be handled with great tact and adequate preparation. Before approving a topic of this kind as the basis for a group discussion, the committee should make sure that the group leader is able to guide the discussion satisfactorily, and that participants are provided with all necessary facts and materials.
15. Should the residents suggest their own topics for discussion?
Yes.
16. Should members of the appointed staff suggest topics for discussion?
Yes. Such a suggestion may be made to the sponsors of some established group or may be made to persons who may then organize a group for discussing the suggested topic.

WAR RELOCATION AUTHORITY

Washington, D. C.

December 12, 1944

ADULT EDUCATION AND ORIENTATION MEMORANDUM NO. 2

"Methods and Techniques of Group Discussion"

Adult Education and Orientation Memorandum No. 1 outlined a program for the development of group discussions among adult center residents. Since the success of such discussions depends very largely upon their organization and the manner in which they are conducted, the Advisory Committee on Adult Education and Orientation in Washington has selected a number of short guides and aids which may be found helpful in developing different kinds of discussion groups at the project. With this memorandum, ten copies of each of the following are being sent to each center. The Washington Committee will be glad to attempt to secure additional copies as requested.

1. Group Discussion. (U. S. Civil Service Commission, June 17, 1944)
2. How To Hold A Good Meeting. (U. S. Civil Service Commission)
3. Work Sheet For Planning A Conference Or Discussion Meeting. (U. S. Civil Service Commission, September, 1943)
4. Suggestions For Group Discussion Leaders. (Dept. of Agriculture)
5. Suggestions for Group Discussion Members. (Dept. of Agriculture)
6. Suggestions For Panel Discussions. (Dept. of Agriculture)
7. What Is The Discussion Leader's Job. (Dept. of Agriculture)
8. How To Lead A Conference. (Adapted from Conference Leadership Training Program, Army Service Forces, War Department)

One copy of each of the following is also enclosed:

1. Thumbnail Sketch Of Conference Procedure. (Dept. of Agriculture)
2. Selected References On Conference Meetings And Principles For Methods Of Discussion. (U. S. Civil Service Commission)

It is hoped that these will be of assistance in the development and guidance of those who undertake to act as group discussion leaders. They have been chosen because of their brevity and practical usefulness as demonstrated by other Government agencies.

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Washington, D. C.

ADULT EDUCATION AND ORIENTATION MEMORANDUM NO. 3

"Improving the Use of English by Center Residents"

Adult education group discussion procedures were outlined in Memoranda 1 and 2. Other material sent you included a Bibliography on Adult English, Introducing English to Adults, and a Check List for the English Program. This memorandum will re-emphasize the importance of and suggest means of accelerating and expanding the program of English education for adults.

NEED FOR A KNOWLEDGE OF ENGLISH

With an accelerated relocation program increasing numbers of the center residents will need to improve in their ability to use English as they transfer to outside communities. Skill in the use of the English language will aid in business transactions and will be an important factor in community acceptance and approval. This skill will also aid the individual in understanding community life, will promote self-confidence, and will help create a feeling of belonging—of being a part of the community.

MOTIVATING THE PROGRAM

Many forward looking individuals have recognized the need for skill in the use of the English language and have made an effort to improve their own skills. General inertia, timidity, fear of failure, or a lack of approval by friends may have prevented some residents from taking advantage of opportunities to learn English, while others have failed to appreciate the need for English skills. Many residents expect to relocate soon, and some who have not taken advantage of past opportunities may now be encouraged to study English. The Adult Education Committee should initiate this movement and should provide essential guidance.

The residents who wish to relocate should understand the need for skills in English usage and should cooperate in helping others overcome language difficulties.

PROGRAM PLANNING

The English improvement program should now be set up in a series of short steps. While classes in advanced English need not be discontinued unless they interfere with the major task of assisting larger numbers of people to speak and understand ordinary conversational English, increasing attention should be given to organizing a series of short term courses, and in conducting supervised discussions where the learner may practice speaking in English things of interest to him. The activities may be of three types: the regular English classes; other classes where English is stressed; and out of class activities.

English Class Instruction

1. Classes should be graded or varied to adapt to the abilities of the learners. Short term classes should be made available as needed.
2. Direct, conversational methods should be used. In a short program there is little time for learning formal rules.
3. The instruction should be directed towards a type of material in which the learners may have an interest. This may include shopping suggestions, travel hints, methods of greeting friends, etc.
4. Repetition and drills in enunciation, together with some instruction in the various idiomatic uses will be of value.
5. For the more advanced students instructions in letter writing, newspaper reading, and special speech drills may be of value.

English Usage in Other Classes

Some residents enroll in classes other than English. These classes provide excellent opportunities to teach English in an indirect manner. At this stage of the WRA program all class instruction should be in English, and those classes that cannot be so conducted should be eliminated as soon as feasible. Instructors should give specific attention to the vocabularies and usages common to the subjects being taught. Laboratory, work experience, and shop class instructions should be given in English. If students are at first unable to understand English, instruction drill on terms can be provided and gradually the amount of English can be increased.

Out of Class English Instruction

Although some of the residents cannot now speak English, it should be possible for all WRA employees and evacuee leaders to encourage a wider use of English. The task of creating a desire for and giving assistance in the improvement of English is a project-wide obligation. The teachers alone cannot do the job. An increasing usage of English in various project operations and activities would be of value to all evacuees as they relocate. Work foremen or supervisors may be encouraged to use English in giving instructions to workers. Short discussions of the job in English would also help. Stories and articles written in simple terms for the center newspaper can be used to aid in understanding English. The group discussions outlined in previous memoranda provide excellent opportunities for improving speech.

The English center which has been developed on some projects can provide facilities and supervision for:

- a. A letter writing workshop
- b. A speech clinic where drill in pronunciation and rhythm may be provided
- c. Special reading drills

Other opportunities may be available. Probably some classes may be formed to explain rationing, travel regulations, or other similar problems which must be met by the residents as they leave the centers.



WAR RELOCATION AUTHORITY

Washington, D.C.

Dr. Viles
Adult Ed.

Japanese Relocation Papers
X Bancroft Library

February 10, 1945

E. 2. 62

ADULT EDUCATION AND ORIENTATION BULLETIN NO. 4

GROUP DISCUSSIONS FOR FARMERS

A large proportion of remaining center residents is made up of persons who prior to evacuation were engaged in some type of farming. Present indications are that many of these, especially those who do not own their farms, will not return to the West Coast. Provision will need to be made, therefore, to assist a large number of farm families to find satisfactory opportunities outside the evacuation area.

It has been observed that many evacuee farmers have been hesitant to take up farming in new localities because of a number of factors. The most important among these are lack of adequate knowledge of farming opportunities and conditions in the various parts of the country; lack of experience in meeting conditions which are different from those prevailing in their former places of residence; and inability to make arrangements for purchasing or leasing farm land. Other important deterrents are problems of financing, availability of housing, equipment, and so forth.

In spite of all of these uncertainties and difficulties, a growing interest has been evident at most centers in group farming opportunities in certain parts of the United States, particularly in Louisiana, Mississippi, and Georgia. Groups of farmers at several centers have met together to discuss the possibility of investigating such opportunities and in some instances have selected investigators to represent them in visiting and reporting upon the conditions in a given locality. These groups have made use of such information as has been made available to them and have sometimes consulted the Chief of Agriculture, or the Farm Superintendent, as well as persons on the staff of the Relocation Division.

Such discussion groups should be stimulated and aided in every way possible. While the responsibility for such stimulation and assistance rests primarily with the Relocation Division and the Relocation Planning Commission, the Committee on Adult Education and Orientation should be aware of the importance of this particular area of discussion in order to render any services which might strengthen the activity.

There is enclosed a pamphlet entitled, "Getting Established On The Land," published by the Bureau of Agricultural Economics, U. S. Department of Agriculture, in connection with its Farmer Discussion

Program. This bulletin might have some value in the hands of a competent discussion leader, but it should not be distributed to all members of the discussion group. It is believed by the Chief of the Agriculture Section in Washington that the parts dealing with tenancy vs. ownership, large vs. small farms, and agricultural credit might be especially helpful in discussions carried on by groups of farmers at the centers. The consideration of questions calling attention to local conditions and the history of farming in the community from which the members of the group came would be of little value to the participants who are planning to return to their original communities. However, such discussions would be of much benefit to groups or individuals who are undecided or who plan to relocate in new communities, particularly where they differ materially in climate, markets, etc. from those in which the farmers have had their previous experience.

In your report of activities sponsored or approved by the Committee on Adult Education and Orientation, we should appreciate having you include a statement concerning any group discussions which have been carried on by farmers and the extent to which they have called upon members of the appointed staff for assistance and participation.

WAR RELOCATION AUTHORITY

Washington, D. C.

March 16, 1945

E2.62
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ADULT EDUCATION AND ORIENTATION BULLETIN NO. 5

Post-High School Activities in Several Centers

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

HEART MOUNTAIN

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

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

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

CENTRAL UTAH

"Adult Education

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

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

"Vocational Education

Substantial increases in enrollment in auto-mechanics courses."

MANZANAR

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

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

ROHMER

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

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

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

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

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

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

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

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

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

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

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

GILA RIVER

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

COLORADO RIVER

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

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

WAR RELOCATION AUTHORITY

Washington

March 30, 1945

ADULT - VOCATIONAL EDUCATION BULLETIN NO. 6

GROUP DISCUSSIONS COVERING RESETTLEMENT ASSISTANCE PROGRAM OF THE
SOCIAL SECURITY BOARD

The effectiveness of small group discussions of all types of relocation problems is becoming increasingly recognized at the centers. For the discussion of topics of general interest block meetings have been gaining favor, in preference to large mass meetings, since there is more opportunity for those who attend to ask questions, express opinions, and make suggestions.

One of the topics uppermost in the minds of center residents is the extent and type of assistance that can be given after resettlement to those who need help. Repeated comments have been received in Washington to the effect that the Resettlement Assistance Program and the programs of categorical assistance for which the Social Security Board has responsibility at the national level are not well understood by center residents. It has been recommended by one center that the details of these programs be explained and discussed in block meetings. The suggestion is an excellent one and we pass it on to all centers with the hearty endorsement of the Relocation Division and the Welfare Section, as well as that of the Adult - Vocational Education Committee.

The special pamphlet which the Social Security Board has in preparation for general distribution is not yet ready for release and may not be for several weeks. In order that you may have authoritative material to put into the hands of discussion leaders or special speakers who may be invited to explain the program at block meetings or other gatherings, we are sending two copies of Handbook Section (423-X111) on "Cooperation with the War Relocation Authority", issued by the Bureau of Public Assistance of the Social Security Board. The Relocation Division and Welfare Section at the center have both received copies of this Handbook, and should be called upon for assistance in the interpretation of this material. A staff member of one or both of these offices should probably attend such meetings so that accurate information is given concerning application of these policies.

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