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WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

ADULT EDUCATION

Sept 5 conference

7-20-25 45

Dr. Williams

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When the WRA program was inaugurated it was understood that the elementary and secondary school programs would be sanctioned by the WRA and budgets would be allowed for same. Later it was found that an extensive Adult Education program was desirable. However, no recognition has been given to the Adult Education Program as a separate unit except through the budgetary allowance for the Supervisor, for some equipment, and for the evacuee teachers.

With the separation of the Adult Education program into two parts, known as Vocational Training and the Adult Education and with the new stress being placed on relocation the Adult Education program takes on anew importance. It is probable that no one other thing can contribute more to overcoming barriers, timidity, and reluctance to enter a new community than that lack of understanding. Consequently, the Adult Education Program has been beamed during recent months primarily to developing facilities, and conversation and communication, and understanding of outside communities. This has almost determined the type of educational program to be offered. It is true that we continue to give some avocational courses which are designed primarily to enable people to make use of leisure time and to adapt to life on the center. However, since life on the center is not the ultimate goal of the WRA more attention is given to the relocation field.

In planning the future of the WRA program it will be necessary to plan the type of program to be offered and the approach that must be made. Some of the questions that may be of interest are:

Shall

1./ Relocation be a major feature of the WRA program?

a. Shall these courses be termed relocation?

b. Shall the relocation or Americanization courses be compulsory?

2. How much indoctrination is desirable?
 - a. Should approach be overt?
 - b/ Should Americanization be incidental?
3. Shall required training like English be required in all classes?
 - a. Should English speaking be required?
4. What other types of courses should be offered?
5. Teachers and Teaching Load
 - a. How many hours per week?
 - b. Pupil class or loads?
 - c. What other employees should be available?
6. How to Interest the pupil in the program?
 - a. Shall certain courses be promoted by the Administration?
 - k.
7. What size classes should be held?
8. How cover cost of the Adult Education Program?
 - a. As part of school program?
 - b. With separate budget?

Adult Edu

March 14, 1944

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

E2.60

The Adult Education Program

During the early days of the WRA all center educational activities for enrollees above high school age were included in the Adult Educational program. With the separation of these activities into Adult Education and Vocational programs in the early part of the 1944 it seemed desirable to analyze existing practices, course offerings, enrollment, attendance, and teacher work loads in the "Adult Education" programs. It was hoped that a study of this type might provide some bases for recommending future changes.

The Adult Education courses offered during the early months of the WRA served three principal purposes:

1. Preparation for relocation was the major purpose. All English, Americanization, government, commercial, and many other courses were designed primarily for this purpose.
2. Avocational courses. Some adult courses were organized to assist residents to become acquainted with and to develop self interests in various activities. These courses were few and were generally used as a means to promote an interest in adjusting to the new life.
3. Self improvement courses. Personal interests in art, family clothing, or individual skills in other lines led to the organization of these courses. In most cases these courses provided an added opportunity for creating an interest in relocation.

Some of these courses were offered as a result of requests by residents. Some were promoted by teachers having an interest in a certain field, and some were organized by the supervisor as a means of aiding in relocation. Data were not available to show the type of courses requested by residents or the attendance for courses promoted by the administration.

The following summaries on Adult Education activities were developed from special February 1944 reports received from six of the centers. These are presented here to provide for the Superintendents and for the Washington staff some basis for comparison and for recommendations for future activities. It is anticipated that a more complete summary will be issued as soon as reports are obtained from other centers.

TABLE I
ADULT EDUCATION

Enrollment, Teaching Assistants, and Attendance
(Six Centers Reporting - 3 Qr. 1943-44)

	<u>Enrollment</u>	<u>Avg. Class Attendance</u>	<u>No. Teaching Assistants</u>	<u>Pupil Class Hours Per Week</u>
Gila River	650	548	37 ¹ / ₂	3232
Minidoka	648	508	11	1488
Heart Mountain	837	522	15	2530 ² / ₃
Rohwer	488	400	10	2138 ³ / ₄
Jerome	695	558	13	2318
Granada	971	633	20	5040

1. Some appointed staff member teachers included.
 2. One art class, with apparent error in hours, omitted.
 3. One forum class (meeting) omitted.
- In general these enrollments seem slightly fewer than those reported in the Second Quarter monthly reports.

TABLE II

Enrollments, Men and Women, Total, Attendance and Pupil Class Hours Per Week by Subjects (Six Centers Reporting)

	<u>Enrollment</u>		<u>Total</u>	<u>Average Attendance</u>	<u>Pupil Class Hours Per Week</u>
	<u>Men</u>	<u>Women</u>			
English	154	788	942	779	3759
Japanese Language	45	112	157	104	582
Art	112	64	176	132	884
Sewing	0	1120	1120	929	4143
Flower Making	0	233	233	148	1166
Science	12	22	34	25	120
Math	33	6	39	23	98
Industrial Arts	113	1	114	80	608
Commerce	60	164	224	143	494
Crafts	23	253	276	102	752
Americanization	60	398	458	273	2025
Relocation	26	354	380	343	1588
Am. History & Government	101	38	139	106	212
TOTALS	739	3553	4292	3187	16441

This table indicates that about 82 per cent of the enrollees are women. It also indicates that for the 1754 enrolled in English, Americanization, and Relocation classes about 13.5 per cent are men.

Teaching Loads

Teaching loads may vary and are difficult to measure. Factors involved are the recitation or teaching class hours per week, class sizes, type of classes and the total pupil class-hour loads.

TABLE III

Teacher - Class Recitation Hours Per Week
(Six Centers Reporting)

	Number of Teachers Assigned Recitation Hours Per Week.		
	10 hours or less	20 hours or less	Over 30 hours
English	13	19	0
Japanese Language	3	0	1
Art	0	1	2
Sewing	2	3	0
Flower Making		2	
Science	2	1	
Math	2		
Industrial Arts	3	1	1
Commerce	4		
Crafts		1	2
Americanization	30		
Relocation	12		
American H. & Govn.	1		
	<u>72</u>	<u>28</u>	<u>6</u>

This table shows that for the 106 teachers listed here 72 have class assignments of less than 10 hours, and 6 have more than 30 hours per week.

TABLE IV -

Class Sizes
(Six Centers Reporting)

Number of Classes having an average attendance of:

	<u>8 or less</u>	<u>12 or less</u>	<u>Over 30</u>
English	17	30	3
Japanese Language	3	5	
Art		1	2
Sewing		10	7
Flower Making	1	3	
Science	1	1	
Math	1	2	
Industrial Arts	2	5	
Commerce		2	
Crafts		2	
Americanization	4	10	1
Relocation	4	4	1
American History and Government	—	<u>1</u>	<u>1</u>
Totals	33	76	15

This table does not indicate optimum class sizes. It does show the number of classes having enrollments lying within certain limits. The center reports show that English class sizes ranged from 2 to 58, Americanization 8 to 35, sewing 11 to 63, and commerce 6 to 105.

TABLE V

Pupil Recitation Class Hours Per Teacher Per Week

	Pupil Class Hours Per Teacher Per Week:			
	Up to 50	51 to 100	100 to 200	Over 200
English	3	4	7	9
Japanese Language		2	1	1
Art			1	12
Sewing			1	11
Flower Making				3
Science	1	1		
Math	2	1		
Industrial Arts	2	1		
Commerce	1	1	1	1
Crafts		1	2	1
Americanization	10	5	1	
Relocation	4		1	1
American History and Government				1
Totals	23	17	14	30

This table indicates that nine English teachers had class loads of more than 200 pupil hours per week and that some had loads of less than 51 pupil class hours per week. One teacher had a class load of 318 while another had a load of 28. Similar conditions were found in other subjects.

Types of Courses now Offered

There seems to be no standard pattern for course titles or for a designation of the types of courses offered at each center. There is, however, some conformity in the types of courses and in the types of organization of such courses within each subject matter field. In some cases there has been a tendency to combine the courses of several subject matter fields under a general heading or terminology. In some centers English, government, and community relationships are combined in a series of courses designed as Americanization or relocation courses. In other centers these courses are segregated into subject matter fields. The subject headings under which these courses are grouped are English, sewing, art, Japanese language, flower making, science, math, industrial arts, commercial subjects, crafts including woodworking, needle craft, etc., Americanization, relocation, American history and government.

English

The English courses are in most cases divided into three groups, the beginners, intermediates, and the advanced group. These are specific and designated courses and classes. In addition the teaching of English through choral responses, reading instructions, unison reading or singing, repetition of sentences, etc., is practiced in nearly all classes.

Beginners English: This course is designed primarily for people who cannot read, speak, or write the English language. Students are taught the most common questions and replies for every day useage. Such activities as learning to greet people, purchase of groceries, making money change, mealtime activities, games, songs, holiday activities, and travel are used as the basis for the conversational and the written instruction activities.

Intermediate Classes: These are designed for people having some skill in the use of the English language. More spelling and more reading is introduced. Sentences and discussion of relocation problems drills in pronunciation, some instruction in sentence construction, writing of short letters, filling forms for checks and money orders, making grocery lists and discussion of community activities form a basis of this course. Here as in other courses students are urged and, insofar as possible, led to participate in class conversations.

Advanced Courses: These courses are designed to make use of the skills in English useage already available. A considerable amount of reading of easy text material is encouraged. Attention is given to the correction of errors in speaking and writing. In most cases this course includes a considerable amount of American colonial history and present day government as a basis for discussion and teaching. More attention is given to penmanship, formal letter writing, and the reading of American newspapers and literature.

Whether termed or named English, Americanization, or Relocation these courses are designed primarily for the purpose of enabling the students to communicate with each other and with other people in the English language. In all cases the underlying purpose is to assist the students in understanding the American practices and customs and to speak of them in English terms.

Japanese Language

Not many centers offered this course. In most cases the course is organized around the plans provided by the Army Intelligence school. Some training is given in conversational Japanese, in writing simple translations and in providing information similar to that in the U. S. Army language school plans.

Art

These courses seem to be primarily recreational and cultural. Oil and water color painting, charcoal drawing, and sculpturing predominate.

Sewing

The general purpose seems to be to train in basic skills in designing, making and repairing of family clothing. Some of the advanced courses deal with pattern making. Lack of kitchen facilities obviously precluded the organization of many courses in cooking.

Flower Making

These are primarily cultural and leisure time activities. Major topics covered include artificial flower making, flower arrangement, and color schemes.

Science and Mathematics Courses

In general these have been advanced specialized courses similar to college courses. Little attention seems to have been given to general courses for use in adult life.

Industrial Arts.

These courses have covered woodworking, the use of tools, elementary electricity, and household mechanics.

Commercial Courses

These have been primarily refresher courses in typing and shorthand. Typewriter shortages have limited the offerings.

CRAFTS

Some courses in woodcarving, needlecraft, and in the creation of articles from leather, string, etc., are offered. These seem to be primarily leisure time activities.

Americanization and Relocation

In some centers all instruction in English, relocation problems, community relationships, and government or history are grouped together under courses labeled Americanization or Relocation. These comprehensive courses follow the general pattern set up for the separate courses, in the special fields.

American History and Government

Offered as separate courses in only a few places. Courses include current events, citizenship problems, and practices, and the principles of American government.

OBJECTIVES IN ADULT ORIENTATION
July 7, 1944

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Adult Needs

In the relocation centers evacuees have been placed in exceptional circumstances as compared with other Americans. The usual sources of hope and interest in life have been limited in the centers. The struggle to make a living, work, and recreation have all been profoundly altered. The daily horizon has been contracted and at the same time individuals have been forced into more intensive contact with each other. These conditions create problems of morale. ~~and the~~
~~spirit to go on living.~~

Moreover, neighborhood, business, and other contacts through which they kept in touch with American life have been cut off. The adult evacuees particularly have been forced back into the narrower range of interests of the purely Japanese American community.

The WRA program has set as its major objective the rehabilitation of the evacuees in American life. It has taken on itself the task of providing opportunities for evacuees to leave the centers and move in American communities again.

Recognition of these circumstances offers a guide for determining the needs of adult evacuees. If the analysis is a good one, we may think in terms of four major adult needs: (1) the need for building and maintaining morale; (2) the need for keeping in contact with American ways and points of view; (3) the need for training in skills to take advantage of opportunities outside the centers; and (4) the need to learn about specific conditions in areas where

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relocation opportunities are offered. Each of these needs of the adult population must be met if the major objective of the WRA program -- rehabilitation in American life -- is to be achieved.

Objectives of an Orientation Program

The objectives of an adult orientation program designed to further rehabilitation may be taken as the provision of means for fulfilling these four major needs. They may be phrased as follows:

1. Maintenance of morale
2. Establishment of contact with American life
3. Training for vocational opportunities
4. Instruction for utilization of relocation opportunities.

The responsibility for realizing these objectives cannot be assumed by the evacuees alone. They can be realized only with the assistance of WRA facilities and personnel. Since the meeting of these needs is basic to the over-all objective of WRA, therefore all the divisions and sections have responsibility for furthering them. Adult orientation is a function of all WRA personnel.

Responsibility for Objectives

However, for purposes of administration it is necessary to assign specific responsibilities to particular sections for carrying out. How such assignment is actually made on the different projects need not necessarily be a concern of the Washington adult orientation committee; it may depend on particular local conditions. It is our concern however to see that these objectives are accomplished by the most efficient means on each project.

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Theoretically, one could assign responsibility as follows:

Morale	—	- Community Activities
→ Americanization		- Adult Education
Vocational training		- Education Section
Relocation information		- Relocation Division

Actually we know that there is great overlap in the acceptance of these responsibilities and that who accepts what depends on many local circumstances. The responsibilities of the Community Activities, Vocational Training, and Relocation Supervision^{or} for adult needs may or may not be sharply delimited from those of the Adult Education Supervisor. That will depend on local circumstances.

It is certain that we need to know how these objectives are being attacked on the projects and how successful each project is in realizing each of the objectives.

Adult Education

The second objective of a program of meeting adult needs has been stated as the establishment of contact with American life. This objective involves the realization of two sub-aims, namely, (1) improvement of the medium of communication with other Americans, and (2) bringing the substance of American culture into the relocation centers. The realization of these aims may be accomplished through the following specific programs:

1. Providing maximum opportunities for use of English in center life. This means
 - a. Formal instruction in English at various levels

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suitable to adults in terms of their age, educational backgrounds, and occupational interest.

- b. Promotion of the use of English wherever possible in center activities, that is, in jobs, recreational activities, discussion groups, and classes other than English.

without

- 2. Providing formal instruction in American institutions and their background -- American history, government, international relations, community organization.
- 3. Providing organized discussions, panels, and forums in which evacuees participate in free discussion. These should include interpretation of current events and world affairs, problems of minority groups, Pacific affairs, etc.

Report No. 1.

Dr. Van Burskirk.

Japanese Relocation Papers
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WAR RELOCATION AUTHORITY

Report to
The Adult Education Committee

ADULT EDUCATION SUMMARY

October 6, 1944

At the suggestion of the Washington Adult Education Committee the following data on Center Adult Educational activities has been compiled. Comprehensive periodic Center reports on Adult Education are not available and the following data was taken from special reports sent in from the Projects. Some of these reports covered the 1945 fiscal year to date and others covered the latter part of the 1944 fiscal year. With the rapid turnover in supervisory personnel, resident instructors, and with class completions at irregular intervals the information given is valid only for and at the time prepared.

The total enrollment is shown in Table I.

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TABLE I
ADULT CLASS ENROLLMENTS
CLASSES TAUGHT AND ATTENDANCE

	<u>No. of Classes</u>	<u>No. of (1) Teachers</u>	<u>Enroll- (2) ment</u>	<u>Pupil Class (3) Hrs. per Week</u>
Central Utah	107	45	2770	6950
Colorado River	80	47	2021	9463
Gila River	23	35	650	3232
Grenada	43	21	971	5040
Heart Mountain	33	15	637	2550
Manzanar	16	16	275	1279
Minidoka	27	11	643	1488
Rohwer	<u>28</u>	<u>10</u>	<u>488</u>	<u>2138</u>
	359	199	8660	32,020

- (1) Includes about 30 volunteer, appointed and evacuee teachers.
- (2) Enrollments for forum or other large group non-class activities not included.
- (3) Pupil class hours represents average number clock hours of enrollee attendance per week.

The overall enrollment by subjects in the eight Relocation Centers is shown in Table II.

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TABLE II
ENROLLMENT BY SUBJECTS

	<u>Enrollment</u>	<u>Pupil Class Hrs. per Week</u>
English	2187	7437
Americanization	258	2035
Relocation	380	1588
Sewing	1789	7603
Needlecraft and knitting	436	1730
Art	202	1372
Flower making and arrangement	1536	4748
Science	34	120
Mathematics	47	123
Industrial Arts	129	668
Commerce	381	1367
Crafts	96	336
American history and government	139	212
Music	287	808
Languages	10	26
Agriculture	16	32
Etiquette	75	150
Japanese Language	432	1416
Miscellaneous	<u>226</u>	<u>249</u>
	8660	32,020

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The Americanization and relocation classes stress the improvement of English. Many sewing classes use English but some are conducted wholly in the Japanese language. Flower making and flower arrangement classes are generally conducted in the Japanese language.

Total number of men enrolled about 1550. Most of the enrollees in American History, science, industrial arts, crafts, and agriculture were men. Only about 240 men were enrolled in English Americanization and relocation courses.

The distribution of adult class offerings by centers is shown in Table III.

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TABLE III
DISTRIBUTION OF COURSES BY CENTERS

	Number of Classes Reported							
	Central Utah	Colo. River	Gila River	Gran- ada	Heart Mt.	Manza- nar	Mini- doka	Roh- wer
English	40	28		11	18	11		13
Americanization			14				11	
Relocation	4		6					
Sewing	26	9		14			10	11
Needlecraft and knitting	2	2		4				
Art	4			1	1			
Flower making and arrangement	20	25		3				
Science			2		1			
Mathematics					2	1	1	
Industrial Arts		1		2	5			
Commerce	1	7		2	6	2		
Crafts	2		1	1				
Amer. History and government							5	
Music	5	3						
Languages						2		
Agriculture		1						
Etiquette		1						
Japanese Language	3	3		5		1		4
Miscellaneous						1		
	107	80	23	43	33	18	27	28

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Previous mention has been made of the personnel turnover in adult education. The following tabulation shows the name of the Adult Education supervisor and his tenure in his position:

Rohwer	-Helen Frasier	-New on job-April 1944- has been in education.
Heart Mountain	-T. J. O'Hara	--New to WRA-August 1944.
Manzanar	-Gladys Schwesinger	-New to WRA-August 1944.
Colorado River	-David A. Conlin	-New to WRA-July 1944
Minidoka	-Richard Miver	-New to WRA-August 1944.
Granada	-J. R. Walter	-Handles adult and vocational New to WRA
Central Utah	-None	-May use Carmichael, Vocational Superv.
Gila River	-None	-Has been transferred to Elem. Principal
Tule Lake	-None	-

The shift in supervisory personnel makes more difficult the task of maintaining program continuity. The lack of overall program planning may contribute to this frequent shifting.

This report has been prepared to provide information to the Adult Committee, hence no recommendations or suggestions were included. Committee members are urged to study this report and to suggest changes and procedures for the adult program. It is hoped that a second report may carry some of these suggestions.

May 5, 1945

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ADULT-VOCATIONAL TRENDS

In March there were 7,239 post-high school adult-vocational enrollees and 283 apprentices or learner-workers. Of these 2,293 were enrolled in English classes and about 1,125 in classes which are specifically vocational in nature.

The proposed 1946 budget included the adult-vocational supervisory position until January 1. The Budget Bureau deleted the position. However, we should have funds to carry on the work if we can supervise from another position. Seven of the positions are now filled by appointed personnel. Manzanar has a capable evacuee supervisor and Tule Lake seems to have little interest in the program.

In Central Utah 105, Gila River 52, Minidoka 43 people were enrolled in state supported courses. Topaz has large classes in auto mechanics and needs equipment. Have approved purchase of valve seat grinder and probably have located some other equipment at Granada.

Manzanar has opened a new course called "School for Brides." The course is open to recent or prospective brides and covers cooking, serving, entertaining, and furnishing houses or apartments.

Minidoka has a new course called "Practical English" conducted in dialogue fashion. It is based on such topics as how to cash a check, how to make hotel reservations, travel, etc. The Minidoka people did not take kindly to the proposed refresher courses. Minidoka has also added a course in letter writing.

Manzanar is closing the beauty culture course. No teacher available.

Rohwer expects to assign some teachers to post-high school classes after the regular school closes.

Colorado River has 45 in office training courses which combine training and practical experiences in the offices.

Topaz is attempting to organize block English group discussions. Present enrollees in English classes hope to serve as organizers for their blocks. Then teacher hours will be re-scheduled from Saturday to evenings so that the teacher may visit with the block groups and lead the discussions.

In March there were no apprentices or learners in Granada, Manzanar, Minidoka, or Rohwer. The committee should determine whether these courses are to be continued after June 30.

On April 28 Heart Mountain Sentinel announced a series of forum discussions on rationing and other common problems. (Connected with Relocation.)

5-4-45

A SUMMARY OF THE MARCH ADULT VOCATIONAL ENROLLMENTS

CENTER	VOCATIONAL			Total	ADULT		GRAND TOTAL
	Trade Classes	Learner-ships	State Courses		English	Other Adult	
CENTRAL UTAH	85	41	105	231	469	1676	2376
COLORADO RIVER	20	151		171	370		541
GILA RIVER	133	70	52	255	191	628	1074
GRANADA	34			34	125		159
HT. MOUNTAIN	171	21		192	213	610	1015
MANZANAR	94			94	190	58	342
MINIDOKA			43	43	291	493	827
ROHMER	105			105	444	356	905
TULE LAKE							
TOTAL	642	283	200	1125	2293	3821	7239

1. The total number of 7,239 does not agree with totals shown on March summary recently distributed, since Colorado River had not at that time reported all vocational students.
2. Other adult courses include sewing, some flower arrangement, some mathematics, science and social science classes, most of which are used in the part of teaching English.
3. It is interesting to note that 314 of the English class enrollees are men, that about 500 men are enrolled in other adult classes, and that many women are enrolled in various vocational classes.
4. The vocational enrollments shown here do not include those in flower arrangement and other classes designed primarily as avocational, home improvement, or as vehicles for English teaching. They do include tailoring class enrollments and a small percentage of other sewing class enrollees who probably will use commercially the skills obtained.

Education

Japanese Relocation Papers
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DATA FOR SECRETARY'S ANNUAL REPORT:

School enrollments on the elementary, secondary, and nursery school levels showed a drop of 2,780 during the year. The elementary and secondary enrollment at the beginning of the year was 18,772 and at the end of the year 16,399. The nursery school enrollment dropped from 1,928 to 1,521. A major part of this drop was the result of relocation, although some of the high school decrease may have resulted from mid-year graduation. Throughout this half year special attention was given to programs and activities that would aid the evacuees in relocating. After the center closing announcement was made all programs were adjusted for an early closing. The records of pupils were checked to insure that all outside requirements would be met. Pupils needing new courses were rescheduled. Interest increased in English and other adult vocational courses that were of specific importance in relocation planning. The May enrollment was 8,074. All courses were put on a short term basis and non-essential courses were gradually eliminated. The elementary and secondary units closed in June in all relocation centers and the adult units were materially reduced by July 1.

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Sub-Committee on Adult Education Extra Class Activities

Tuesday, August 15, 1944 - 10 a.m. in Room 725

Members Present:

F. C. Cross (Chairman)	- Reports Division
Solon T. Kimball	- Community Organization Section
Philip Glick	- Office of the Solicitor
W. B. Stephens	- Relocation Division
Lester K. Ade	- Education Division

After the meeting was called to order by Mr. Cross, Dr. Ade indicated that there were three areas, among others, which WRA had planned to emphasize on the adult education level, namely (Area 1) language materials for non-English speaking evacuees; (Area 2) vocational education and retraining courses; (Area 3) discussion groups, individual counseling and guidance on problems preparatory to normal American living. Relative to Area 1, Dr. Van Buskirk's program is now well under way. With respect to Area 2, Dr. Samler and Mr. Johnson have this program well formulated and under way. This leaves only Area 3 which now calls for emphasis and that is the reason for the establishment of this Sub-Committee on Adult Education Extra Class Activities.

At this point Chairman Cross raised a number of questions.

1. What is the present status and what facilities and materials are now available?
2. Is there a need for an over-all planning program?
3. What should be the character of the discussion groups?
4. How frequently should meetings be held?

5. What type of leadership is needed?
6. Should evacuees on leave, appointed personnel and visitors to the project be used to help with this program?
7. Under whose sponsorship should the program be launched and developed?
8. Should lists of various topics that might be discussed in these meetings be prepared?
9. Should the trend of war news through various channels be brought to the attention of the evacuees?

At this point Solicitor Glick raised some constitutional questions relative to evacuation from the west coast and wondered whether it would be wise to discuss the evacuation and detention problem with the evacuees. Such questions as the following naturally developed:

Why was evacuation adopted?

How is American citizenship affected by evacuation?

Is it constitutional?

Is it legitimate to evacuate citizens without giving individual hearings?

Does evacuation justify the claims made for it?

Mr. Glick said that two years ago it was proposed that certain fundamental questions relating to evacuation be discussed openly by and with the evacuees. There was a distinct division of feeling with respect to the wisdom of opening up such a discussion at that time. Some held that it would serve to clarify the thinking of the evacuees and enlist their cooperation if the reasons for, and legality of, the evacuation itself were fully explained and discussed.

Others, however, felt that discussion groups formed to consider such topics would give an opportunity for the evacuees to brood upon their grievances. If the discussion groups were not handled well, the whole program would have a harmful effect since certain individuals might use the forums to challenge the necessity and justice of the evacuation from the standpoint of American citizenship in such terms that cynicism, rather than understanding and cooperation, might be developed. It was also pointed out that W.R.A. at that early stage in the program was not sure of the answers to many of the questions that might be raised. There were many conflicting views, and such an open discussion would be liable to reveal this fact and the Authority would be criticized for confused thinking. This, of course, would have exactly the opposite effect upon the evacuees from the one desired and they might lose the little confidence in the administration that existed.

The arguments of the second group prevailed and it was decided that formal group discussions of the evacuation would be postponed, at least until there was agreement upon some of the fundamental questions involved and there was more chance of a cooperative evacuee attitude.

Mr. Glick felt that perhaps it was time now to look into the matter again. First, we have official answers now to the questions about evacuation, and second, particularly since the segregation transfers have been nearly completed, there is reason for believing the evacuees are better prepared to approach such a discussion in a spirit of cooperation and understanding. The questions for the committee to consider, therefore, are first, what the consequences would be likely to be now if questions involving the constitutionality of evacuation were

discussed at the centers in open forums, and second, whether such a discussion would promote the current overall W.R.A. objectives.

After reviewing the reasoning that would form the basis of presenting the constitutionality of the evacuation, Mr. Glick reminded the committee that a discussion of that question would naturally lead to questions about the reason for, and legality of, detention in relocation centers, leave clearance, and segregation. The requirement of military service from evacuees is another related matter that would surely be brought into such discussions.

In the discussion following Mr. Glick's very able presentation of this entire subject, it was suggested that at the present time there might be a different approach from the one considered two years ago for discussing these questions. At that time they were matters of burning current interest. Now, while they are still of great importance in the thinking of evacuees, they are things of the past. Our approach should probably be to help the evacuees look ahead and organize their thinking and their discussions about their future. If these questions about the past are raised, as factors which constitute obstacles to future planning, then they can be openly discussed and answered. Questions of past decisions and past activities, their legality and necessity, would be introduced only incidentally, and not as major topics. They would be subordinated to the real issue, "Where do we go from here?"

There was agreement among the committee that this approach would be more likely to produce constructive results than any discussion of

these questions alone or for their own sake. It would still be necessary for project officials and others, perhaps, to be equipped with the best answers to these questions, if they were raised, but the purpose of the discussion would always be pointed towards the future.

The next item on the docket was "What are the Human Elements with which we are confronted?" Dr. Kimball at this point made the statement that forums were not common with the Issei group and that they looked upon assemblies and forums as opportunities for heckling. In other words, with the older evacuees it is not in the Japanese culture to have public forums. Kimball very effectively established the point that we need to consider age in setting up discussion groups. Group discussions, he thought, can be held by the Community Council, by block managers and by the Laundry Room Women's Congress and other already established groups. He thought if we were to differentiate our topics between older and younger groups that we could greatly improve on and strengthen our group discussion program.

Others in the committee, in the discussion following Dr. Kimball's remarks, agreed that the most successful discussion groups would undoubtedly be those naturally existing among the project residents or those which could easily be encouraged to meet together because of some common interest. Mention was made of the possibility, for example, of stimulating such a common interest among Issei whose children have relocated to the same city or state. The group could discuss letters received and information about the community. This might well lead to strengthening the desire of many to join their children.

The committee felt that the greatest need at the present time is a list of desirable topics to be placed in the hands of the foregoing groups

as suggestive material for discussion - such questions as - What needs to be done on the project to help them speak better English? - would be a very appropriate topic for the evacuees. The committee members at this point were requested to jot down a list of desirable topics that should be discussed. This list of topics will be sent to Chairman Cross as they are assembled by individual members. Kimball agreed to send in material from the field and Ade agreed to request Viles and Van Buskirk to be on the lookout for and to assemble a list of suggestive topics.

The meeting adjourned in harmony at 12:15 p.m.

For myer speech Aug 6'43

Adult Ed
E2.60

Japanese Relocation Papers
Bancroft Library

Approximately 20,000 adult evacuees are enrolled in some form of adult education course one out of every five of the total population, or one out of every $3\frac{1}{2}$ of the adults.

Out of this number approximately 3500 are taking courses in English. There is at least another 1000 taking courses in American History and Government. Such reports as this one from projects are common -- Some of these people have never had the opportunity or time before to become Americanized by learning to speak English and studying American History; for the first time in this situation they have the desire and the opportunity to learn about America and to be aware of American history and philosophy.

The following classes for assimilation into American life are generally reported:

1. American History, Economics, Government and Politics.
2. Current Events
3. English Classes
 - a. Beginners
 - b. Intermediates
 - c. Advanced

Another project reports: A survey was carried on to discover what courses represented the interests and needs of residents. According to this survey the younger nisei residents were interested primarily in vocational courses, while the older issei residents indicated an overwhelming interest in Americanization, sewing, drafting and designing, cooking, and various types of craft work. Again this is common throughout the projects.

Every child in school is enrolled in classes such as American History and similar classes whose purpose is to give children knowledge and attitudes about American traditions, ideals, and backgrounds. The core of our school curriculum on all projects is based on the philosophy and understanding of the democratic goals of society. As early as the fourth grade children learn the stories of the pioneers, how they lived, what they did and what they contributed to making of America. Throughout the rest of the school years there is increasing attention given to citizenship with emphasis on its more functional aspects. Boys and girls on relocation centers have had greater opportunity to learn functional democracy even than in schools on the outside. In many instances they have had actual parts in creating their community, and since nothing makes the citizen quite so much as participation, these children and youth have greatly profited from the most practical kind of citizenship training. They have remodeled their classrooms, helped to build their own furniture, fashioned much of their own equipment, operated their student body government, built sidewalks around their schools, set up their own school and recreational clubs, taken care of their own traffic problems, run school cooperatives, conducted their own farm program, and otherwise participated in types of purposing, planning, and carrying out of plans which is the very essence of the democratic process.

Among the adults this same type of fundamental education has been going on. For many of them it is the first time they have ever been faced with the problems of a total community, such problems as: education, health, law and order, sanitation, recreation, all the normal services and functions that usually are present in any American community. Most of them were inexperienced since they had viewed their neighborhood and their city

from the eyes either of an immigrant or of an immature citizen. Relocation experience was a new one in that for the first time they had a chance to decide on community problems. They could walk into a polling booth and mark a ballot or engage in discussion of public questions which is an old tradition, and one which has contributed much to sound decisions in the American democracy of the past. For the first time many of them have joined PTA groups to discuss and advise on the education of their children. For the first time they have sat as members of a Board of Health or on the Health Committee of the Community Council. For the first time they have been given the opportunity to deliberate on the problems that affect every community. Out of this experience there will return to American life hundreds of people who have had civic training of a type, that can only come through actual participation - people, who in theory and in fact have been previously denied this privilege. If participation in the affairs of one's own community makes better Americans, then certainly the policy of the WRA has been directed to this objective.

Adult Ed.

E2.61

WASHINGTON ADULT VOCATIONAL EDUCATION COMMITTEE
MEETING MAY 5, 1945.

Special meeting called for 10 o'clock for the purpose of hearing reports of Mr. Tozier and Mr. Kimball who had been in the field and who had agreed to check on certain ideas and proposals presented at a former meeting. Members present were Messrs. Tozier, Wolter, Spicer, Stephens, Kimball, Barnhardt, Cross, Read, Miss Groden, and Viles.

Mr. Kimball and Mr. Tozier had attempted, during recent field trips to evaluate the need for and to determine possible methods of providing a greater diffusion of information on questions growing out of the Salt Lake City Conference.

Mr. Stephens summarized previous committee meeting reports and outlined certain problems that were left pending at certain previous meetings. Some of these included the items to be taken up in the Tozier-Kimball reports.

Mr. Tozier reported on his recent trip to Granada and Denver. He had met with Reports Officers, Relocation Officer, Community Analysts and others. He also reported that he had had a letter from Mr. Markley suggesting that the WRA sponsor a Japanese newspaper or columns in an existing paper, as a means of diffusing desirable relocation information. Mr. Tozier also reported on interviews with Mr. F. I. Kaihara of the Colorado Times and Mr. Roy Takeno and Mr. Nomura of the Rocky Shimpō. He indicated that Mr. Kaihara seemed to be in sympathy with the WRA plan.

The Rocky Shimpō editor seemed to have about the same problems as did the Colorado Times. They were sympathetic.

Mr. Tozier requested both newspapers to study the problem to determine whether they might sponsor a paper for use in the projects. They reported that they might use WRA material, if it were translated before being sent there. They seemed to fear that readers might suspect coloring in WRA produced materials.

Mr. Kimball reported on his trip to Minidoka. He stated that the Adult Committee had been abolished and that there was a noticeable loss of interest and doubt as to the next steps. He also reported that he spoke to the Council at Topaz. He felt that there was a general lack of knowledge of personal rights and privileges among the evacuees. He felt that the Adult Committee should provide information of value to the evacuees. He thought that a better evacuee understanding of American practices would aid them in their relocation planning.

There was some discussion of the possibility of completing information on materials such as those originally started by Mr. Barnhardt

and others on questions growing out of the Salt Lake Conference. It was decided that the Sub-committee should meet with Mr. Tozier to work out a plan and to partial out the right task to various individuals. In a summary statement, Mr. Spicer indicated that he felt the information program, both reporting and interpreting relocation for the Issei, is a most important job, and that the committee should attend to it. He also indicated that Adult Educational activities might be carried on by asking the teachers to cooperate with groups over the new districting system along with the relocation of Welfare people. He questioned the advisability of permitting the Tule Lake to continue to ignore the possibility of an Adult program.

E 2.62

VOCATIONAL TRAINING ON PROJECTS

CENTRAL UTAH - Sewing and Needlecraft: More than 774 students are currently studying scientific methods of modern sewing and needlecraft. Many girls working in dining halls and as nurses' aides attend classes in-between their hours of duty. Office girls come in on Saturday afternoon. And mothers study while their children are at nursery school.

Psychologically, sewing and needlecraft satisfy the inner urge to create something. Even with the limited materials available, the women of Topaz are able to create wearable garments. The cutting and sewing of new dresses are restful both to the young and restless and to the elder women. The making of a cute boy's suits from father's discarded clothing gives great satisfaction.

The students of the school and staff members are now working on the Service Flag, on which will be recorded the growth of the Japanese combat team.

Home sewing is an absolute necessity to effective home living and it may be one's profession, either as a teacher or in the field of commercial dressmaking.

Commercial Sewing

The Commercial Sewing Training Project of the Adult Education Department at the present time has eleven cadets, one teacher and a secretary. The purpose of this course is to train people to obtain positions as assistant dressmakers and workers in alteration departments. The superintendent of the Commercial Sewing Training is Mr. Yuji Sumi, who has had long experience in manufacturing, importing and wholesale business in San Francisco. The sewing room is now equipped with fifteen Singer Sewing Machines, six Iron Boards, two Sleeve Boards, and one Iron. The teacher and cadets have a meeting every morning to discuss current problems and progress. At present the cadets are making garments for residents of Topaz. The charge for this service is about one half the usual retail rate. The money thus received is used in purchasing equipment, necessary material and supplies. Orders are coming in very rapidly. The cadets learn how to fit, draft, sew, cut commercial patterns and do decorative work. All cadets must have a fundamental knowledge of sewing before they join the group.

Agriculture - Classes have been held in beef cattle, swine, poultry, and farm equipment. These classes were for the purpose of giving both educational and practical experiences to the men who are working on the farms of the Topaz Relocation Center.

Twenty of the Adult group attended the poultry classes. Professor Carl Frischknocht, of the Utah State Agriculture College, with Mr. Nelson, Agriculture instructor in the High Schools, showed them proper methods of housing, heating, feeding, brooding, and disease control.

Fifty of the residents attended the class on beef cattle given by Mr. Alden Adams, Director of Vocational Agriculture. Demonstrations consisted of judging beef animals, together with proper methods of handling and feeding them. Lectures were also given on swine management to an adult group of fifty. These lectures dealt with disease, feeding, and care of brood sows. Demonstrations were also given on slaughtering and cutting up of carcass.

- 2 -

At the present time, the farm group is handling about 180 beef animals, 450 swine, besides poultry, turkeys, four teams of work horses, and several saddle horses. All of the live stock is being handled and cared by the Adult and High School group, who have been in training since entering the Project.

Besides their work with live stock, the Adult group, consisting of about fifty fellows, has received instruction in fencing, irrigation and tractor operation.

We are planning in the near future to train the women of the Adult and High School groups to do seasonal work on the farm.

Radio Repair Class - The Adult Education Radio Repair class, after many requests had been received from persons interested in pursuing this type of work after resettlement, started its course.

The advanced class, consisting of 13 students has been working on a project of making a radio testing board with materials furnished by the instructor.

The beginning class, consisting of about 45 students, has been less fortunate in that no equipment has as yet been received to enable them to start practical work.

Our future plan is still the same as that evolved at the beginning.

1. One hour of lecture per week.
2. Three hours of practical work.
3. One hour instruction on how to handle radio testing equipments, and the uses of such instruments.
4. Instructions on how to handle tools and their uses.
5. Planning and making radio receiver test panels to show the students where to test and why. All the parts are shown on the panel with schematic diagrams and jacks placed to show where the set is to be tested.

Carpentry and Cabinet Making - There were relatively few Japanese Americans in the carpentry trade prior to evacuation. Practical experience is being obtained by working on the buildings that are being built on the project. Due to the lack of sufficient material and equipment the teacher has been quite handicapped in presenting general course.

The following is an outline of the work being covered:

1. Construction of Houses (frame buildings)
 - a. Concrete foundation
 - b. Frame
 1. Setting of joists and studdings.
 - c. Roof
 - d. Steps
 1. Straight
 2. Steps with landings
 3. Porch steps
 4. Circular steps
2. Cabinet Making
 - a. Mail boxes

- 3 -

- b. Tables
- c. Benches
- d. Chairs
- e. Bureaus
- f. Night tables
- g. Coffee table
- h. Desks

At the present time the carpentry and cabinet making classes have been hampered due to the lack of room. The room which is now being used is the Shop of the Topaz City High School. As soon as sufficient room, equipment and material is obtained the instructor contemplates a thorough course to train nisei, as well as Issei, in the field of carpentry as a vocation as there is a future in the trade.

Gregg Shorthand Classes - The teaching method for these courses may best be described as a combined application of the Word Method and the Sentence Method. The Word Method is the most commonly used system of dictating series of words in drill form. The Sentence Method which is endorsed by Zinman, Strelsin and Weitz in "Daily Lesson Plans for Teaching Gregg Shorthand By the Sentence Method", is instruction through presentation of new characters in short sentences. Under this latter system the pupils are given an opportunity to enjoy dictation from the first stages of the course. The authors very wisely note: "The pupils thus receive dictation from the very beginning of their work and are fully prepared to take dictation in the upper grades. It is well known that those who have been taught by the word method find the transition from the theory class to the dictation class very difficult."

Since the Sentence Method requires more time, the combination of the Word and Sentence Method has proved to be the most effective. Since the class is composed of adults, verbose rules are avoided. The absence of homework necessitates constant drilling and repetition of old material in class. It must be remembered that Shorthand is based on habit.

Nurse's Aide Course - Topaz Hospital rested with a nucleus of 48 Nurse's Aides trained at Tanforan to carry on its duties. Upon arrival to the Topaz Relocation Center, a number of these girls found work in other departments, and with the expansion of the hospital unit and its facilities it necessitated the starting of additional nurse's Aide training.

Qualifications of a Nurse's Aide: Must be a High School Graduate.

The course as outlined is for three weeks. Mornings from 8:00 a.m. to 12 noon are reserved for practical experience in hospital wards with patients. The afternoons from 1:30 p.m. to 4:00 p.m. are for classroom instruction in theory, with demonstration followed by practice of students on procedures.

HEART MOUNTAIN - Creative Writing: This class will provide opportunity for those interested in writing to present their work for class and teacher criticism, to receive suggestions for developing their talents, and to gain experiences in various kinds of creative written expression.

- 4 -

Orientation in Heart Mountain Agriculture: The problems peculiar to the program of agriculture at Heart Mountain will be discussed by leaders and experts in the various phases of the program. This should be particularly valuable for all those who will take part in the program.

Soil and Horticulture at Heart Mountain: This is a class especially for those who are interested in finding out what plants and flowers are most suitable to the soils of Heart Mountain and the growing conditions and care that they will need.

Biochemistry: Review of elementary fundamental principles of biochemistry; application of these principles to special biological and chemical problems; special attention given to interests of individual students.

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

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

POSTON - Vocational and Industrial Arts Courses: In progress or in preparation:

Sewing, pattern making, dress design, knitting and needle arts.
Carpentry: cabinet making and furniture design
Carpentry: construction
Architecture and drafting
Shoemaking and shoe repair
Homemaking and child care
Hotel and restaurant cooking, and dining room service
Manufacturers: Clothing; food relishes; toys
Art crafts: ceramics; woodcarving; block printing
Arts: sculpture, painting, design, illustration, cartooning, advertising art.
Radio repair and sound-equipment maintenance
Adobe making and construction
Journalism
Several agricultural production apprenticeship courses, including poultry, fish culture, bee culture, nursery, etc.
An extensive textile project is planned for the first of the year, combining arts and industrial vocational training, and training on occupational therapy as a related part of the nursing training.
Nursing
Secretarial and commercial training for all evacuee clerical workers.

In-service training is also given to teachers and group-work leaders, and is

- 5 -

a possibility in every field of Project operation.

{ Barbers and beauty operators are not being trained at present in this Project, since it has more of either than can find work here.

{ Store and industry management, farm management, and co-operative management will be learned on a vocational basis in connection with practical operation of these enterprises.

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

ROHWER - Vocational and Industrial Arts Courses:

Creative Writing - An informal association of those writing in the hope of publication. The group is already at work.

Landscape and Home Planting - An elemental course in ornamental plants and garden designing. Open to both men and women. The landscaping of Rohwer Center will be the Central project for this class.

Woodcarving - Practice in selection of wood, designing and carving.

Sewing - Under the general supervision of Miss Adeline Lee classes are being held daily, Mess Hall No. 42. All classes are full. However new classes will be available at the end of this term.

Flower arranging and Flowermaking - Under the department of Arts and crafts classes are now meeting. All classes are full. There will be new classes later.

Sketching - Under the department of Arts and Crafts and informal group meets in PSH 20. There is room for a limited number of new students.

Weaving - Under the department of Arts and Crafts instruction in weaving may be had in PSH 20.

Definite courses of study are being promoted by various sections of Rohwer Community administration. Classes for firemen, policemen, nurses aides, hospital orderlies, auto-mechanics, secretaries, janitors, school teachers are planned and supervised by the various administrative heads. Later some of these may be repeated for the benefit of a larger group.

WAR RELOCATION AUTHORITY
Washington

E 2.62
Japanese Relocation Papers
Bancroft Library

ADULT EDUCATION AND ORIENTATION MEMORANDUM

IMPROVEMENT IN THE USE OF ENGLISH
BY THE ADULT CENTER RESIDENTS

Bulletin Number 1 dated-- offered suggestions on the use of group discussions as one phase of the Adult Education and Orientation programs on the Centers. This bulletin Number 2, the improvement in English on the Centers. Other materials sent you recently including a bibliography on adult English, Introducing English to Adults, and a Check List for English Program, provided some informational content and suggestions on teaching procedures and techniques. This bulletin is for the purpose of providing suggestions for the organization and procedures for the total program of English instruction and improvement for adults.

The Need for English

The ability to understand and to use fluently the language of the community and country, in this country the English language, is almost a necessity for all residents who wish to enjoy and become a part of the community. Skill in the use of English aids in business transactions, and is an important factor in community acceptance and approval of the newcomer. This skill also aids the individual to understand community life, aids in dispelling loneliness, promotes confidence, and in general begets a feeling of belonging to and of being a part of the community.

Motivation

One of the most important tasks in the adult English program is that of creating and maintaining with the residents a desire for improvement. Lack of awareness of the need for English ability, inertia, timidity, fear of failure or embarrassment, or a lack of approval by their elders will deter many residents from taking advantage of the opportunities for improvement.

Reports indicate that there is, among certain groups on the centers, a feeling that the study and use of English is undesirable. Greater progress can be made if the improvement of English were accepted as a desirable activity by the residents. The problem of motivation of the improvement of adult English should merit the attention of all Center Caucasian officials and employees, resident leaders, and evacuee organizations. The Adult Committee should be able to spearhead this movement and to provide advice on ways and means, and to provide essential guidance.

- 2 -

SOURCES OF HELP IN THE ENGLISH PROGRAM

There are many ways in which the center residents may be aided in improving their understanding and use of the language. In general these may fall into one of three major divisions.

Formal or Special English Class Instruction

These special English activities may include classes for beginners or more advanced classes for those qualified to do advanced work and may include formal training in conversational English, reading, and writing. Less formal activities may include the use of the language center as a speech laboratory for those having difficulties. It may also be used in providing instruction and assistance in letter writing, or for story telling, group singing, choral reading and other activities that aid in the development of skills in the use of English.

Improvement of English through other Classes

Many Center residents who hesitate to enroll in formal English classes will enroll in classes in other subject matter fields in which they are interested. These classes can contribute much to improving the understanding and use of English. Wherever possible, instructors should be selected not alone for their knowledge of the subject but also on the basis of their ability and willingness to use English as the medium of communication and instruction. Even in classes where little English is understood by the enrollees, more and more can be introduced as the class progresses. Class leaders and instructors should be taught how to promote the use of English in their classes. This is in keeping with WRA principles and practices and should not be neglected.

Improvement in the Use of English in Center Activities.

The Adult Education and Orientation Committee will not and should not have the authority to enforce the use of the English language in all center activities. This committee may be able to encourage greater use of English in all center activities. All project officials, appointed employees, and the various resident organizations may be encouraged to give attention to this need.

As the day approaches when larger numbers of the evacuees will return to life in outside communities the need for the ability to use the English language freely will become increasingly important. This ability cannot be developed overnight. The combined efforts now of all those who are aware of this impending need may aid much in future evacuee adjustment to outside community life.

May 29, 1944

E2.62

OBJECTIVES IN ADULT EDUCATION

In the relocation centers adults have been placed in exceptional circumstances as compared with other Americans. Neighborhood, business, and other contacts through which they kept in touch with American life have been cut off. The adult evacuees particularly have been forced back into the narrower range of interests of the purely Japanese American community. An adult education program in the relocation centers ought to be conceived in relation to these special characteristics of life in the centers. It cannot be framed wholly in terms of aims for adult education in the usual American town.

Adult education in the centers may be seen most broadly as a program designed to counteract the isolation of adults from the main currents of American life. As such it is aimed at the retention of this particular group of adults as Americans aware of and in touch with the American way of life. This general objective, however, may be pointed up a little more specifically in terms of the major objective of the WRA administrative program. The WRA aims at the rehabilitation of evacuees in American life. It focuses its activities on opening up opportunities for rehabilitation. The adult education program, to the extent that it fits adults to take advantage of these opportunities, contributes to rehabilitation. Fostering contact with American life, in other words, lays a foundation for rehabilitation in American life.

If we accept this approach, we might state the broad objectives of adult education as (1) the reduction of the cultural isolation of the adults in relocation centers, and (2) the equipping of adults to utilize the opportunities for rehabilitation which the WRA program provides. The first of these objectives requires the provision of English language teaching and of instruction or information concerning American life and ranging from war news and current events to more formal material on American institutions. Such courses contribute to the fulfillment of both objectives mentioned. The second objective might also require the inclusion of more specifically vocational courses which are not already set up under vocational training. The overlap here probably does not need to be avoided, since there are some advantages to it.

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E 2.62

WAR RELOCATION AUTHORITY
Washington, D. C.

August 15, 1944

TO ALL PROJECT DIRECTORS

Attention: Superintendents of Education

For the use of teachers of adult English we are sending out, under separate cover, three kinds of material: bulletins on "Introducing English to Adults" and on the presentation of a set of instructional cards called "The Family"; several stories at fourth to sixth grade level for supplementary reading materials; vocabulary cards, "The Family," illustrating techniques for presenting language without the use of translation.

The bulletins may be used by individual teachers or they may be the basis of discussion in teacher-education courses or committees. It should be emphasized that they are suggestions based on what has proved to be successful experience rather than a conclusive picture of how English must be taught. When used with the vocabulary cards, they should help the teacher to "bridge the gap" for those who have hitherto developed little or no English vocabulary. The basic vocabulary cards should be followed by conversational exercises such as those contained in the booklets already sent to each center from Manzanar and Central Utah.

The supplementary reading materials will be more effective if they can be reproduced in more readable form than was possible at this time: primer sized type and better spacing would prove much more effective in most cases. Suggestions have been made for the presentation of new vocabulary terms in these stories; even so, some teachers will find it wise to rewrite certain parts of the story to a lower level to meet the needs of their particular class.

While these materials cover the range from beginning classes to the advanced level, they are probably not sufficient in quantity to provide the practice necessary for effective learning. Teachers may use them as patterns for developing similar materials for their own classes. Since other centers will be meeting the same need, it will be helpful if samples of good materials are sent in to this office as a source of exchange with the other centers. We should like to have, also, the reactions of the teachers to these materials, the story of their success in using them, and their suggestions for improvement.

40368

UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D. C.

August 15, 1944

TO THE ATTORNEY GENERAL

FROM THE ATTORNEY GENERAL

The following is a copy of a letterhead memorandum from the Attorney General to the Attorney General, dated August 15, 1944, and captioned as above.

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- 2 -

Because of delays in the mimeographing department, these materials may not all arrive on the same date. But teachers may expect to have them ready for use in the near future.

Sincerely,

Golda VanBuskirk
Language Consultant

40368



RECEIVED
MAY 21 1944
War Relocation Authority
CENTRAL UTAH
PROJECT

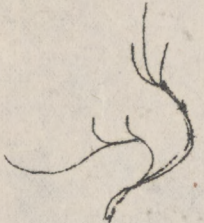

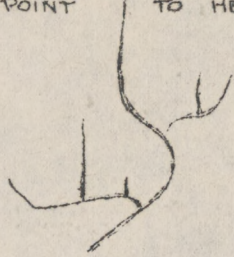
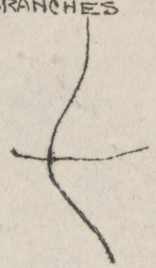


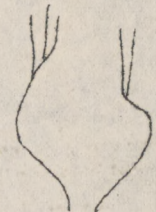
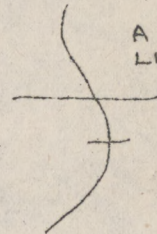
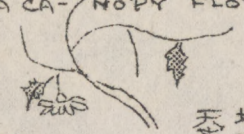
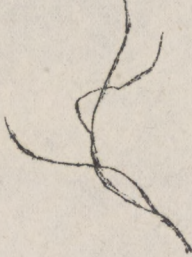
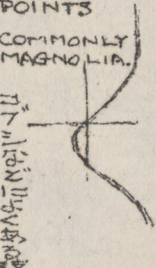
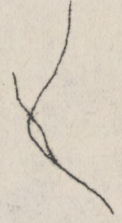

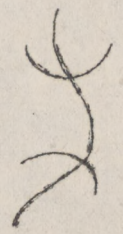



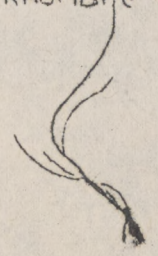

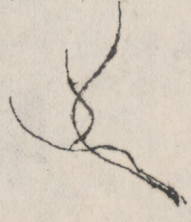
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指月遠州流生花挿法嫌忌花枝葉之諸圖

THE ILLUSTRATIONS OF ABOMINABLE FLOWERS, BRANCHES, AND LEAVES IN FLOWER ARRANGEMENTS OF THE SHIGETSU ENSHU STYLE.

<p>SAME HEIGHT</p>  <p>長け比べ</p>	<p>FLOWER ON THE TIP OF CENTER</p>  <p>的花</p>	<p>BRANCHES THAT POINT TO HEAVEN</p>  <p>指天枝</p>	<p>BOW AND ARROW BRANCHES</p>  <p>弓矢枝</p>
<p>EYES OF WILD PIG</p>  <p>猪目</p>	<p>THE SICK BRANCHES</p>  <p>THE BENT NAILS 折釘 病枝</p>	<p>TWO CENTERING BRANCHES</p>  <p>二つ眞 三つ眞</p>	<p>A BRANCH WITH CROSSING BRANCHES.</p>  <p>A STRAIGHT LINE. 十字を兼ねたる枝 一文字</p>
<p>BRANCHES THAT POINT TO THE GROUND.</p> <p>LEAVES THAT HANG DOWN ON THE BRANCH.</p> <p>A CANOPY FLOWER.</p>  <p>天蓋花 地指枝 地指葉</p>	<p>BRANCHES TO BE CLEARED.</p>  <p>見切枝</p>	<p>ALL BRANCHES THAT HAVE STRETCHED STRAIGHT TO CARDINAL POINTS ARE BAD, COMMONLY MAGNOLIA.</p>  <p>東西南北に一直線に出たる凡べの枝悪し ユフニなどいふ枝</p>	<p>THE ELEPHANT'S EYE.</p>  <p>象眼</p>
<p>THE VISIBLE AND INVISIBLE.</p>  <p>見え隠れ</p>	<p>EMBRACING BRANCHES</p>  <p>抱へ枝</p>	<p>STEPPING BRANCHES</p>  <p>段々枝</p>	<p>ONE SIDED BRANCH</p>  <p>片掃ぎ</p>
<p>BRANCHES THAT TOUCH THE VASE.</p>  <p>花器觸り</p>	<p>RHOMBIC FENCE</p>  <p>菱垣</p>	<p>STEPPING FLOWERS</p>  <p>段々花</p>	<p>THE WINDOWS</p>  <p>窓</p>

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INTRODUCING ENGLISH TO ADULTS

I. The Language Problem

- A. In whatever American community they may find themselves after the war, Japanese-Americans will be able to make a happier adjustment if they are able to converse easily with their neighbors and those with whom they need to do business. They can do much to break down the prejudice and resentment sometimes felt against "foreigners" by speaking the same language as those around them. This is a fundamental step in carrying out the good neighbor policy in any country. It is also a fundamental point in good manners--and the Japanese pride themselves on being courteous and polite. Likewise, it is good economy to speak the language of those with whom one must carry on business; otherwise, even with an interpreter, misunderstandings may often arise to cause resentment and dissatisfaction. At home, too, family relationships are happier if everyone speaks the same language. C3

For personal as well as social reasons, it is important to be able to read and write the English language also. Most of us want to know what is going on in the world, and reading is probably the best way for the Japanese-American to find things out for himself; otherwise he has to rely on hearsay, and he is deprived of the opportunity of comparing statements so that he can exercise judgment, accept or reject what he is told. Letters lose their personal quality when they have to be read by someone else. If the response has to be written by a "secretary", even more of the satisfaction is lost. Insecurity arises, and fears and worries develop needlessly.

- B. Most non-English speaking Japanese recognize these facts. Most of them want to improve their ability to use the language of their chosen country. Even though they have been able to get along in the past without it, they realize that their lives may be different from now on and that they, along with all the rest of the world, must begin to make adjustments to post-war conditions. Many of them are gladly taking advantage of the opportunities offered on the projects to develop their language skills. Others are still afraid to try. They say they are too old to learn--while they keep hoping it isn't true. Some people have tried to learn English and have been discouraged by the slow-coming results. They develop feelings of inferiority which block further learning when they should be developing confidence, courage, and skill in the use of English. Not for

If English is to be made a useful tool on the projects and outside, it must be presented effectively and economically, as well as attractively.

ADULT EDUCATION

- C. Much of the discouragement may be attributed to the unfortunate teaching methods to which these would-be learners have been subjected. Well-meaning but misguided teachers have used methods which are psychologically unsound--methods which interfere more than they help with the growth of language skills. They have taught a living language in the same way in which they have been taught Latin and Greek, the "luxury languages" which most of us do not expect to use on the street. It takes approximately six years to learn a stiff, bookish English by this grammar-translation method. In six months the average adult can learn enough practical English to get along in most situations if he learns by the direct, functional method--the method by which children and travelers in a strange land learn language. No need for adults to become discouraged!

We have known for many years that modern languages were taught more effectively by the direct, functional approach. Recent research and experimentation in the teaching of language for wartime purposes have strengthened these convictions and added many new and more economical techniques. We cannot duplicate the military situation, of course; and there is no reason why we should since the background and needs are not identical. We can, however, profit by the findings of successful language teachers everywhere and develop similar teaching skills for the sake of helping adult Japanese-Americans learn as quickly and easily as possible. The methods and procedures which will be described here do not follow any one system or school of thought. These suggestions will be a composite of sound psychological principle and what has seemed to be the best procedures in all the systems. Certain fundamental methods and techniques are found in all of the most successful language schools. They are given here for the instructor to adapt as the needs of his own classes indicate.

II Motivation

- A. The attitude of the student while learning a language has been found to be one of the most important factors in his success. If he lacks confidence in himself, his learning will be slowed down. If he is blocked by emotional tensions--based on real or imaginary ills--he will not be free to devote his undivided attention to the learning situation. The first problem of any instructor, therefore, is to make his students as happy as possible, to get them to want to learn, and to see that they increase in confidence and satisfaction in their attainment.

This problem is particularly difficult in the case of Japanese-American adults. Many of them are unhappy about the living conditions which the exigencies of war have forced upon them. At a time when the whole world is insecure, they feel that their insecurity has been multiplied. Their language deficiencies are unfortunately associated with difficulties growing out of prejudice and misunderstanding. Furthermore, adult speech habits are not readily changed. They are too firmly fixed. Many

adults recognize this problem and are reluctant to face the task. They are prone to accept their language inadequacy as inevitable and thus excuse themselves from further embarrassing responsibility.

- B. To overcome these difficulties, the instructor must first establish rapport with the class. He must gain their confidence and respect, both as an individual and as a teacher. He must develop an attitude of friendly tolerance within the group; he should help them to laugh with each other and have a good time while they learn. At the same time, he must lead the group not only by virtue of his prestige and educational background but also by his supply of useful information and real teaching skill. With confidence in their teacher's ability to help them, the members of the class will find it easier to develop confidence in themselves. If they are given useful content material in a method which is effective and economical, they will soon recognize their own progress and will feel increased confidence in their ability to learn.

In order to deal effectively with their needs and learning problems, the instructor should know and understand each of his students as individuals. In interviews, in class discussions, and in other more leisurely contacts, he should encourage them to talk about themselves and their past experiences. He should learn to do this in a friendly, casual way without seeming unduly inquisitive or solicitous. Insofar as possible, he should urge them to tell their stories in English. By his own interested attention, he should show them how important it is that they be able to make themselves understood. In this way he may help individuals become more articulate while he is improving his own understanding. He may also build up group feeling and cooperativeness by making each person feel his own importance and his responsibility for working with and contributing to his group.

It is the teacher's function to ease the emotional tensions of his students as much as possible. He can encourage his students to bring their problems out into the open, discuss them freely, and face them squarely and realistically. He can encourage this process subtly by the kind of subject matter he chooses for discussion. Often a disturbed person can analyze a situation much more objectively when he sees it applied to someone else than when he feels it as part of his own burden. Likewise, it is easier to discuss the affairs of "book people" or neighbors than his own. For those reasons, illustrative anecdotes and stories which depict problems similar to those experienced by the students may do much to promote clear, unemotionalized thinking. They will probably serve this purpose better than more directly pointed lectures or advisory counsel.

Above all, the student needs encouragement to go on learning. He must be kept constantly aware of the need and value of the language skills he is developing; and he must feel satisfaction enough in his attainment to find all the hard work worthwhile. In other words, all his associations with language experiences should be as pleasant and satisfying as possible; and every opportunity should be seized to put the new skills to practical use whenever possible. In this way the student will grow in the ability to express himself and consequently in his self-dependence and confidence.

Interest in learning may be fostered, also, by the quality and variety of classroom activity. Dramatizations, tours of the center, chalk-talks, demonstrations, forum discussions, movies, and letter exchanges are a few of the many stimulating and interesting activities. Likewise, club activities and simple social affairs afford opportunities for the learning of useful language patterns. These are more effective teaching devices than routine drill procedures, for they employ language in natural, realistic ways. They make education a pleasure as well as a privilege. The ingenious instructor will be on the alert to discover and devise many such activities to motivate and accelerate the development of skill in the use of English.

III Methods and Procedures

- A. Certain psychological principles of learning are especially applicable in teaching a new language. These principles should provide the background for any program of language instruction, whatever specific method or "system" is being used.
1. Learning is strengthened through a multiplicity of sensory impressions. The instructor should endeavor to stimulate the learner through as many different senses as possible. For instance in teaching vocabulary, a visual stimulus is presented when the teacher holds up an object or pantomimes an act; another visual impression is made when the student sees the word-symbol in written form on the blackboard, on a card, or in the book. When the word is pronounced clearly and distinctly, another impression is added. Then if the student is required to write and say the word, or "act it out", the kinesthetic experience is added to the auditory and visual stimuli. The impressions may be further augmented by tactual stimulus, touching the object, learning its contours, or employing it in associative activity of various kinds. All these impressions become interrelated and tend to reinforce each other.
 2. Likewise, learning progresses more rapidly through multiple associations, both with the old and the new. The teacher explains or demonstrates the new in terms of the old, familiar experience. Then he encourages the student to engage in appropriate activity, probably

imitative, at first, to strengthen the impressions and the association. Thus the principle set forth in the preceding paragraph is further activated--sensory impressions are multiplied; at the same time, these impressions are associated with earlier impressions related to the same symbol so that eventually one will call forth the other. When presenting the word pencil for the first time, for instance, the instructor might pick up a pencil, point to it, name it, pretend to write with it, and use it in several sentences of familiar background. Then he may hand the pencil to the student, ask him to use it, show it to the class, and name it. If he describes each act in a simple sentence, still more language patterns as well as ideas are associated with the word-symbol. Many other types of associated activity may be devised by the clever teacher.

3. The learning of language depends to a great extent upon imitation. Rules and reasons have their functions; but in order to make sounds and language patterns intelligible, they must be like the sounds and patterns with which the audience is familiar. They must, therefore, be imitated from acceptable patterns. Some sounds in English are entirely different from any in Japanese; likewise, our accents, rhythms, idioms and many other phases of our common speech practices are not only different from those in other languages, but they are not even logical and consistent within our own language. They cannot be taught, then, by rule and logic. They must be heard, read, and imitated until they become natural and habitual. It is important, then, that clear accurate speech patterns be constantly presented for imitation. It is advisable, too, at times to vary these patterns by exchanging teachers and by using radio and phonograph records. In this way, the student will not be limited by the speech habits of any one individual.

At first, students will not be able to imitate accurately the sounds they hear, but by trial and error vocalizations they will gradually acquire the necessary skill. Special attention will need to be given to such common errors as the confusing of our *i* with *ē* (it, not eet), wrong accents, and the clipping of words and sentences which gives a staccato effect difficult to understand. Some students who have difficulty with certain sounds will profit by an explanation of how the sounds are made in the throat and mouth, but this should be a corrective, remedial measure--not a justification for teaching the entire phonetic alphabet as such. More will be said in a later section concerning the teaching of word sounds.

If students are to learn language effectively by imitation, they must first learn to listen attentively and hear accurately. Unless students are actually partially or wholly deaf, this skill can be improved with practice. Recordings have been found very effective in this case. If the necessary equipment is available, most students can learn a great deal by studying the difference in the sounds they record and those in the good example or pattern. Many of us have no idea how we sound until we hear ourselves on record. If a public address system is available, it too can be used effectively in this connection.

4. Learning is achieved most satisfactorily through varied repetitions. Continued use of the same techniques and prolonged drill with the same materials will almost inevitably result in loss of interest and decrease in learning efficiency. On the other hand, presenting new material once and then rushing on to something else will bring only negative results. Repetition is necessary in order to fix patterns for long-time recall. It is important that sufficient time be allowed for this repetition and that the practice exercises be stimulating and interesting. Drill should be spaced effectively, too; fatigue should be avoided by breaking the periods before the student is tired--or bored. On the other hand, the periods should come close enough together that the new material is not forgotten between intervals. Best results come from interspersing various drill exercises with other language activities.

4-5 nights

All these factors should be taken into consideration in the planning of the total language program as well as in the presentation of individual lessons. It is doubtful, for example, that many useful language skills are permanently acquired in a class which meets only one or two class hours a week with only chance or incidental practice between these meetings. It is unwise, also, to allow classes to become so large that not all the students have adequate opportunity to practice oral language usage during each period. Such a class program could be justified only if it were accompanied by many opportunities for English usage in club activities, radio programs, speech clinics, games, writing workshops, and so on; and even then it is questionable whether so much casual--if not random--activity will not result in the formation of poor speech habits which will later have to be broken down unless there is a concentrated effort to build up consistent habits of correct usage. All these activities--and more too--are valuable as part of a well-integrated program of speech development; but no one can learn a new language by considering it seriously only a few hours a week, just as no one can learn a language without ample opportunity to practice speaking under supervision until correct habits are formed. This is a full time job if the language is to be learned in time to be useful.

Another effective and almost imperative way of improving language skills through repetition is to motivate the individuals in the class to use English as much as possible in all their daily activities. If they are being well taught, common objects and acts of everyday life will soon have English word-symbols associated with them. Students should all be encouraged to use these new English words and others as much as possible. They should be led to see that they cannot learn English by practicing Japanese. This does not mean that they must forget the Japanese language and the culture back of it. They may learn to discuss their culture in English in order to explain it to their English friends. They need not forget their native tongue and culture any more than a man forgets how to walk when he takes an emergency job as a truckdriver. Likewise, the family and friends of the students of English should be urged to speak to them in English if they want to help them overcome their language handicaps as easily and quickly as possible.

5. Learning is extended through context clues. The judicious use of associated ideas will do much to enlarge and extend vocabulary. Extreme care should be used in developing sentences in which new words can be presented in such a way as to make their meaning apparent. All the words appearing in these sentences should be familiar to the students except the new words to be learned. In reading, also, students should be encouraged to work out the meaning of new words through their relationship to the rest of the sentence and paragraph. At first they may be hesitant about "guessing" in this way; but if this is suggested to them as the most intelligent approach, they will soon develop more confidence. In this way they will more quickly develop language ease and independence.
6. Language learning progresses through free expression. This is simply one more way of saying that learning is the result of doing. Practice is more valuable in the learning of language than formal instruction. Much of this practice, however, should be done under supervision in order that understanding may be clear and that correct habits of pronunciation may be formed. All students should be given ample opportunity in class for self-expression. Questions should be worded in such a way as to require one or more sentences by way of reply. Discussions should be inaugurated which will require the interested exchange of ideas among all members of the class. Games should be introduced which require the use of language; for the beginners, games requiring parrot-like responses will be valuable in that they give practice in the making of speech sounds; advanced students will profit by activities which require more individual thinking and expression. The members of the class should be encouraged also to tell stories--anecdotes and narratives about themselves and others--and to tell how to make or do things.

Such activities provide language practice in useful and natural patterns.

Manipulating informal discussions and conversational exercises in such a way as to get every member of the class to participate requires great skill and tact on the part of the instructor. The main problem, generally, is to motivate language usage without monopolizing it. The lecture method may be effective for instruction in archeology, but it is the least effective of all methods for developing language skills. The direct approach expedites the formation of effective language habits.

- B. All of these principles are incorporated in the so-called "direct method" of language instruction. They are given relatively little emphasis in the traditional grammar-translation method. In the functional or direct approach, students learn to associate words with objects, acts, or ideas directly, without resorting to the intermediary step involved in the foreign symbol. They speak in the language they are learning, not in their native tongue. Furthermore, until he learns to think in English, the student will never speak and write with ease and accuracy in that language; there are too many expressions in both languages which cannot be translated word for word. In some cases, beginning classes have profited by having two instructors--one whose Japanese is good enough to enable him to make all explanations and directions entirely clear to the student who knows no English at all, and one whose English speech is excellent as a pattern for imitation. This method is expensive and scarcely justifiable after the initial difficulties have been passed. Good teachers, who speak good, clear English, have shown that they can handle even beginners without resorting to translation conversation in Japanese. Strictly speaking, moreover, practically none of the adults in the beginning classes are actually beginners in English; most of them have picked up quite a vocabulary here and there, and many of them can read a few words. What they need now is a systematic integration of what they know into useful language patterns and skill in using and expanding their knowledge.

The emphasis throughout this preliminary instruction in language should be on sound and meaning. Intelligibility is more important at this point than "correctness" and the rationalization of usage. These people are not learning English for exhibition purposes. They need it as a means of becoming united and getting along in a new environment. They need to develop confidence in their ability to make themselves understood. For this reason, they should be corrected only when their errors keep them from being understood. This is one way to avoid frustration and discouragement. If corrected only rarely, students will be able to concentrate on the correction and think of it as one means of growth. Generally speaking, their speech will improve more through constant experience in hearing and imitating correct speech than by constant insistence on perfection and the reciting of rules and paradigms. In order to develop any kind of fluency, they must learn

to depend upon habits of word-usage, not on rules for putting words together. The aim of all English instruction for adults is to help each individual develop independence with regard to language. He must acquire skill in helping himself solve his own language problems by learning constantly from those about him. He must not be dependent upon the teachers and books of rules; he must have linguistic tools and skills which are adequate to enable him to get along without aid in normal situations.

Grammar and translation do have their place. For the advanced student of language, one who has already learned to use words adequately, it is a satisfaction to study the history and logic--what logic there is--of our speech habits and conventions. Many of the refinements of language can be pointed out in no other way. But this is not legitimate subject matter for classes where common usage has not been mastered; it is a luxury which the average adult learner cannot afford at the present time. On the other hand, the instructor should have complete command of the rules and logic of grammatical usage. A practical knowledge of history and etymology is also helpful. The more he knows about the English language, the more readily he will be able to answer questions clearly and concisely, and the more competent he will be to teach accuracy and clarity and to organize his material in the best order for learning purposes--with first things first and non-essentials omitted. He will know what is right or wrong and why, without consulting a textbook or his notes.

- C. In teaching English to non-English speaking persons, the sound of words and their meaning should be emphasized simultaneously. In this way, correct associations may be made with the first impression. To concentrate on first one, then the other, is to incur the possibility of having to teach the material twice in order to make the newly acquired vocabulary useful; the ability to pronounce meaningless words, or to recognize objects without being able to identify them with names is of relatively little value. Likewise, the development of sight-recognition of the new word and the ability to write it should follow in natural sequence as an integral part of the teaching procedure.

With this principle in mind, words should be sounded first as wholes and taught as unit-symbols of meaning. All the basic sounds will thus be taught eventually, but they will be presented in relationship to other sounds and in the ways in which they will normally be used. Care should be exercised in sounding each word clearly and accurately without overemphasizing any one part in such a manner as to give a stiff, unnatural pronunciation. Students should be

Vocabulary group for English

encouraged to work on each new word until they can sound it accurately with the correct accent. Then they should be required to use the word in simple sentences and in conversation. In this way, they learn sound-symbols in natural, useful relationships.

Some students will have difficulty in pronouncing long words. These words may be broken down into parts for analysis, and then blended again into a whole. Take the word management for example. Attention should be called to the small words within the big word and to familiar syllables which have already been learned: man-age-ment. On the other hand, help should be given in breaking the word properly so that the student will not make wrong associations with familiar forms: man-age-ment, not ma-na-gem-ent. Likewise, care should be taken to see that students do not try to pronounce familiar-looking syllables in the same way for every word: age, not age. When a student has difficulty in sounding a particular syllable, it will help to call his attention to other familiar words having the same sound: manage, garbage, baggage, and so on. After he has pronounced these easy words correctly, he should be able to pronounce the new word with greater confidence and accuracy.

Certain sounds are likely to cause special difficulty to some students. The consonant sounds l, r, s, th, and w are frequently troublesome for certain individuals. Likewise, ing, and ang, and other syllables which do not require the use of the lips often need special attention. Most students can learn to make these sounds by imitation if both the instructor and the student have the patience to keep repeating the sound until accuracy is achieved. Some students will profit by the instructor's description of the process of forming the sound, what to do with the tongue and the lips in relation to the teeth and soft palate, and how to emit the breath and the voice. Again, these difficult sounds should be practiced in whole words. The ability to blend and synthesize sounds is as important as the ability to utter each sound correctly. Let the student begin with very short, easy words, many of which he may already know. Then let him proceed to more complex sound-structures and to complete sentences. The teacher should exercise his own ingenuity in devising exercises for providing the necessary drill on difficult sounds. He should pay particular attention, also, to the students' use of these sounds in general conversation; he should make note of errors when he hears them so that he can drill on these sounds later and allow only the correct habits to be formed.

Much of the success of teaching the sounding of new words and then the articulation of sentences and paragraphs depends upon the ability of the instructor to provide accurate impressions which the student may imitate. It is important that he enunciate clearly in all spoken discourse. New words should be repeated slowly and distinctly until each member of the class "hears" accurately and can repeat the sound. The teachers should, as far as possible, avoid

peculiar accents, intonations, and inflections; and he should refrain from imposing his own local dialect on the class. Clear-cut unaffected diction which can be understood wherever English is spoken is the aim of instruction. Needless to say, the instructor should study his own speech carefully and seek to overcome any defects and mannerisms he may have. Some teachers, in the effort to speak distinctly, develop facial contortions which are both distracting and confusing. The lips should be used definitely and precisely in the formation of each sound; but the face should also be relaxed and normal, not strained or distorted. The instructor's ease of manner should contribute to the confidence of the student.

Since many Japanese students have trouble with plurals, special attention should be given to this problem from the beginning--- without stressing it to the extent that the student becomes over-sensitive and confused. In addition to studied use of singulars and plurals in many relationships, explain simply that the singular form--dog--means one, while the plural--dogs--means more than one. Be sure the students sound or write the final s where necessary, but do not emphasize it until they make a hissing sound. There will be time later to call attention to other ways of forming plurals; students will soon pick up many of these variations for themselves. Use words in complete sentences so that the correct verb forms will be learned simultaneously.

After the students have developed some facility in speaking and understanding a limited number of words under one teacher, it is advisable to shift instructional voices now and then. This teaches the students to understand more than one voice and keeps them from relying too much on a particular instructor for help and understanding. They must learn to make themselves understood by many people, not by only one teacher who knows them and can guess what they are trying to say. The more contacts the learner has with varied speakers and listeners both in class and outside, the more quickly he will develop the relative independence which is the aim of language-teaching.

- D. The development of meaning in relationship to sound requires great skill on the part of the instructor. Choice of vocabulary, methods of presentation, effective drill exercises, and the application of newly acquired language skills to conversation and the meeting of normal living requirements all merit special consideration.

The choice of vocabulary to be presented should be determined very practically by the language requirements of everyday life. Adult students will want to talk about themselves and their environment-- both on the center and outside. They need to learn, therefore, the names of parts of the body, articles of clothing, household furnishings, things to eat, and so on. At the same time, they will learn the verbs and other words necessary to use these names in meaningful sentences. As they acquire some facility in the use of concrete words, they will need also abstract terms in order to express their

ideas about the world in which they live. Each instructor should prepare his own functional vocabulary lists in terms of the needs and interests of his class. Standard word-lists set up on the basis of word-counts in another environment are of relatively little value except as sources of comparison. }

Whenever possible, names of objects should be taught by means of the objects themselves. Where objects are not available, pictures serve as a desirable substitute. After a few lessons in which the students learn to name and make sentences about the things they see in the classroom, they might be taken on tours of the center for the purpose of expanding their vocabulary. First the teacher should point to the object and name it. Then the class should repeat the word after him before individuals are asked to say it. After each person can say the word accurately, the teacher should use it in a simple sentence which the class and then individuals learn to repeat. Practice in using the word may be extended by the use of questions which require sentence-answers using the word: "Where is my pencil?" and so on. This process should be repeated for each new word with necessary variation in accordance with the varied abilities of the group. As the students mature in language skills, one repetition may be enough to fix the word in mind until it is called up again in conversational use.

After the students have learned easy sentences about several new objects, these sentences should be combined in a more or less coherent pattern. Thus, the student may be asked to go around the room telling about all the things he sees, or he may be asked to tell the story of what he has seen on a walk down the street. At first, these stories will be limited by a necessary sameness in sentence structure since the student should not be confused by too many new constructions in the initial stages of his learning. As his vocabulary increases with his ability to handle more complex language relationships, he will be able to add variety and color to his stories. Likewise, he should be encouraged to use familiar words in new relationships and with new meanings, since English is a language in which a word may mean many different things in different relationships.

At first, the forms of the verb to be, in the present tense, will be sufficient for use in these simple identification sentences: This is my chair, or Those are his books. As the students grow in understanding, they will feel the need for more action words with which to express their ideas. Such verbs as walk, eat, sit, give, and so on may be taught by demonstration and by pointing to other members of the class who are engaged in the appropriate activity. The students should then demonstrate their understanding of the new word by pantomiming the activity. These action verbs may be used in commands which are to be carried out by other students, or they may be used in declarative or interrogative sentences. All these forms should be combined eventually into coherent paragraphs or stories. At first the verbs should be presented in the present tense in the first, second, and third persons, first the singular and then the plural; these

forms will permit quite a great deal of latitude since they give students the tools for describing their own actions and those of the other members of the class. After the class has become familiar with the simple present, the teacher should relate similar stories in the past and future tenses, and later in the perfect and progressive forms. The appropriate tense should be used in all discourse, but at the same time the instructor should avoid introducing too many new forms before the simple ones have been well learned.

Confusion may be avoided by progressing slowly and systematically. No effort should be made, at the time, on the other hand, to teach adult students to conjugate and name parts of verbs. They should learn the correct form needed in a particular context without concerning themselves with the formal aspects of grammar. ✓

The use of verbs in varied meaningful relationships will necessitate the use of "direction words" or prepositions. It is especially important that these words be taught in context; otherwise they will be confused and employed inaccurately. Each preposition should be used in many different relationships with other words which are already familiar; and each sentence should be demonstrated or illustrated so that there may be no doubt as to the meaning. For instance, a book may be placed in a drawer, on the table or under the light; and a man may stand near the window, outside the door, beside the table, in front of of the class, or behind the chair. Great care should be taken that the students learn to distinguish and use these direction words accurately. After they have learned their simple place meanings, they should be introduced to the more figurative and idiomatic usages: look him in the eyes, over my head, at ease, on the alert, or on the air. Qualifying prepositional phrases may be used also to point up new meanings in familiar verbs: He comes from Mexico, they come to order, the bill comes to thirty cents, his birthday comes on Sunday, and so on. Thus words explain each other when they are used in context, and the students are constantly learning many other new words and relationships while concentrating on basic vocabulary terms.

Most qualifying words and phrases will be learned in this incidental fashion while concrete nouns, action verbs, and prepositions are being presented. Some attention should be given to colors, numerals, and other simple descriptive terms. Demonstrative forms, this, that, these, and those, will have been employed naturally in the presentation of object-words. Adverbs telling when, how and where should be presented in natural relationships. Again, words will explain each other as they are used in many contexts.

Teaching the meaning of abstract or conceptual words without the use of translation is a difficult problem in the instruction of non-English speaking persons. Such nouns as peace and cooperation or verbs like think and respect cannot be pointed out or demonstrated by simple gestures; they must be explained by means of words already learned. Some words may be defined by means of familiar synonyms or antonyms; likewise, some may be compared or contrasted with familiar concepts. Words which are based on feeling tone can be explained by a pantomime of the emotion involved: proud, happy,

glad, careful, afraid, and so on. Many other conceptual terms may be explained by a demonstration of the behavior called for rather than by an explanation of direct meanings. Many abstract words may best be explained by illustrative stories or anecdotes. Careful questioning should follow the story, in this case, to make sure that no confusion has arisen. The students should then be encouraged to tell other stories which illustrate the same word. In order to fix ideas of meaning and to teach new words in natural context, the instructor should take advantage of every opportunity to "label" normal activity in which the students participate with words which they need to know and understand. Thus, he can describe their work or behavior as correct, courteous, neat, and so on, as the case requires. These words should be used as often as possible until members of the class gradually make them a part of their own vocabulary.

Some mention has already been made of the need for using words in many different relationships so that the students may learn their varied meanings as well as develop greater facility in all language usage. For instance, the word kid may mean a young goat; it may also mean the leather from which gloves or shoes are made; more often it will be heard in the slang sense: a young person; and as a verb it means to tease or banter. Until the students learn to make such distinctions, their inadequate understanding may cause them confusion and embarrassment.

The need for reinforcing learning and understanding by constant usage and repetition should be stressed repeatedly. After the students can sound each new word and use it accurately in a sentence, they should be engaged in many activities which necessitate the use of whatever vocabulary they have acquired. Exercises in which they give and carry out each other's directions will serve to improve their understanding and their facility in the use of language. Impromptu dialogues and dramatizations of familiar incidents will also help them in the development of language ability. Many of the experiences of the center and their former home life should be utilized as the basis of interesting narrations. Each person should be encouraged to express himself as well as possible on every occasion; and, as often as possible, either by praise or by some direct allusion to the ways of using his new language skills, each individual should be brought to feel satisfaction in his attainments.

One of the most difficult problems to be met by instructors of non-English speaking students is that of communication in English before there has been established an adequate language basis for the exchange of ideas. Giving directions and making explanations in such a way as to be intelligible to each member of the class taxes the ingenuity of even experienced teachers. Too often the instructor is tempted to launch forth into a series of instructions in "normal" English just after he has very painstakingly explained a simple vocabulary term by gesture and pantomime. The teacher must remember at all times to converse

with members of the class on their own language level. He must use words with which they are familiar. Whenever he finds it necessary to introduce a new term in order to make his meaning clear, then he must take time to explain the new concept before he continues. He should be constantly on the alert to catch signs of misapprehension or complete lack of comprehension on the part of any member of the class. He should encourage the students to indicate freely their own lack of understanding, and he should watch their faces and their responses for signs of confusion or frustration. This problem of swift adjustment to meet the language needs of each individual in the class demands great skill in the instructor. He can improve this skill with constant attention and practice; and he should never relax his application to the problem as long as he is teaching non-English speaking persons. He should remember that it is just as important--and difficult--for him to convey his ideas to the class adequately but simply as for his students to develop their own powers of articulation. On the other hand, neither students nor teacher should become discouraged by the seeming slowness of this process; the students are constantly learning while this type of communication is going on.

The following sequences are suggested for possible procedures in presenting vocabulary and language concepts. Each sequence may be made the basis of a number of lessons, according to the learning rate of the class. Each new lesson should begin with a review of the steps already presented until all parts have been thoroughly mastered. Likewise, the teacher may develop each sequence as much further as the members of the class are capable of absorbing. Other similar sequences may also be worked out by the teacher.

Body-command sequence

This is my hand, arm, foot, and so on for all parts of the body.
This is my right hand, etc.
This is my left hand, etc.
Where is your right foot? etc.
This is my right foot, etc.
Raise your right hand, etc.
I raise my right hand, etc.
Put your left foot forward, etc.
Put your right hand on your hip, etc.
Turn your head to left, right, etc.
Turn left.
Turn right.

Have students repeat the action and descriptive sentence. Stagger these exercises over several lesson periods, reviewing each previous day's work before adding new terms.

Time sequence

Count objects and people in the room. Write words and figures on blackboard.

Identify numerals on calendar, clock, blackboard, etc.

Write the days of the week on the board.

Write the months on the board.

Explain clock-hours 1-12.

minutes 5-10-15, etc.

Tell date on calendar.

Tell time on clock.

Review:

How many men, chairs, windows, etc.

What day of the month is this?

When is your birthday?

What time is it now?

When do we eat? etc.

Verb Sequence

I stand by my desk.

I read my book.

I walk to the door.

I close the door.

I go to the window.

I open the window.

I sit down at my desk.

I write a letter.

I seal my letter.

I address the envelope.

I put the letter into my pocket.

I go to the blackboard.

I write my name.

I write a story.

I read the story to the class.

I give him the chalk.

He goes to the blackboard, etc.

The instructor should say the sentence and demonstrate the action. Then members of the class should repeat the sentence and action. The instructor should make sure that each student understands each word, that he is not merely copying.

After the students have learned the first person singular, proceed to second and third persons, singular and plural. Past and future tenses should be introduced only after the present has been well learned.

Other verbs should be taught in similar fashion. The sixteen verbs included in the Basic English vocabulary are as follows:

come	seem	get	take
give	be	go	do
let	have	keep	say
make	see	put	send

Two auxiliaries, may and will, have also been added. These eighteen verbs are comparatively simple; while they are not all regular in conjugation, they present only forms which are frequently heard and used in normal conversation. They are suggested as essential to adequate expression. The list may be easily amplified by the addition of "regular" verbs taken from familiar objects and actions: walk, wash, learn, work, and so on.

- E. If sight-recognition and the ability to write each new word as it is presented are developed in close sequence, the student will soon have the basis for simple reading and written composition. Writing may follow more slowly for some students than others according to the readiness with which they learn to form the letters of the alphabet; but generally speaking this step should follow closely after the ability to sound, understand, recognize, and use the word. Thus the impression will be deeper and broader and the initial learning will be strengthened. If the other principle of teaching words in relationship to other words, never in isolation, is followed, learning will be still more effective.

A typical vocabulary presentation, then, might involve the following steps, with special stress on those with which the students experience the greatest difficulty.

1. Pointing to the object or demonstrating the action while sounding the new word.
2. Associating the sound and meaning of the word with the written symbol by pointing to it or writing it, and again saying it clearly and distinctly.
3. Having students imitate steps 1 and 2, first in unison and then individually, until they can pronounce, indicate meaning, and write the word accurately.
4. Using the word in simple sentences and short paragraphs to expand meaning and show its function in relation to other words.
5. Having the members of the class repeat step 4 until they have developed some versatility in meaning and usage.
6. Repeating steps 4 and 5 in writing.

The order of these steps may be varied as seems suitable in each case. With relatively advanced students, some steps may be hurried over rather quickly; but it is not advisable to omit them entirely unless the instructor is quite certain that every member of the class is competent to perform this step at the outset. Even then it is still wise to reinforce learning by all possible sense impressions. With many beginning classes, only part of the steps should be given at one sitting; other new words should be introduced in the meantime for variety. The complete learning sequence may be distributed over several periods so that one step may be well mastered before another is introduced. This does not mean, however, that reading, writing, and spelling should ever be taught as separate units. All these

steps in language comprehension should be developed concurrently as part of an integrated learning process. Experiments have shown that this learning procedure is both more effective and more economical.

Following the development of a basic sight vocabulary and the ability to recognize these words in simple sentences, the class may go on with the reading of simple paragraphs involving the same vocabulary and background of experience. At first, the teacher might prepare such paragraphs to meet the needs of each class.

Gradually, the group will progress into more difficult reading materials. As new ideas and new words are introduced in the reading materials, they should be presented to the class--as part of the preliminary orientation--in much the same pattern as described above. Then the teacher should lead up to the story as a whole by describing the setting, posing a similar problem, telling an illustrative anecdote, or otherwise focusing attention on the subject matter content. Some teachers get good results by placing key words on the blackboard near a series of simple sentences requiring these words to be filled in the blanks in order to complete the meaning. After the class has mastered this relatively simple exercise, the story itself may be introduced.

In order to set good speech patterns, the teacher may find it helpful to read a part of the story aloud. Then the class will read the same sentences in unison, trying to imitate the accent and rhythm of the experienced reader. Finally individuals may be asked to read the passage. If students tend to read unevenly, with a staccato effect, or in a monotone, the teacher may repeat the sentence and ask them to listen and say it just the same way. The monotone habit may be checked in some cases by asking the student to put his book down and say it in his own words.

Such a reading exercise should be accompanied and followed by appropriate questions and discussion to insure understanding and to promote expression in English. Asking the students to find and read the answers to certain questions is sometimes effective also. In any case, more adequate usage of English will be promoted if one-word-answer questions are avoided. Questions which ask for descriptions, processes, reasons, or personal opinions are much more effective and interesting.

The reading lesson may be used as the motivation basis of various other language activities. Reports may be made on related topics. Formal and informal discussions will extend knowledge and increase proficiency in expression. Breaking the class into small groups of three or four each with a chairman or hostess to promote participation in the conversation is an effective way of giving everyone in a large group opportunity to express himself during the class hour. Letters and other written composition on similar topics will also put the new reading material to effective use.

Books?

F. In order to teach writing concurrently with speech and reading, a sample alphabet--both manuscript and cursive, small letters and capitals--should be kept in a conspicuous place in the classroom. A chart or blackboard will serve this purpose. It would be well, also, to duplicate copies so that each student could take his sample home with him and practice there. Whenever a new word is introduced, then, the student should be encouraged to write it from the sample. At first he will be slow and painstaking in his copying. Gradually, he will develop quicker recognition of letter order and more agility in forming the letters themselves. Soon he will be able to copy sentences, and then paragraphs. Later he may be given dictation exercises--only one or two sentences at first--to check his understanding of sound and his ability to reproduce these symbols on paper. Great care should be taken in correcting these exercises so that wrong habits of writing and spelling are not allowed to form. Likewise, it is better to go slowly so that certain students will not be discouraged by the great number of their errors or their inability to keep up. The better students will learn more from an easy exercise than a slow student will learn from a too-difficult assignment. All students should practice at home both copy and dictation exercises.

✓ If he cannot do so already, each student should be taught to write his own name and other vital information first of all. Then he should be given simple but functional exercises such as grocery and supply lists, money orders, checks, receipts and so on. Probably every student will be most interested in writing letters. One of the very first lessons should be a sample letter of only two or three sentences besides the heading and close. After the student has learned to copy this letter legibly, he should be given help in adding sentences of his own. Eventually he will be capable of writing his own letters with only a little help, and he will learn to go to the dictionary for the help he needs. Letter-writing is one of the most valuable sources of interest and motivation. This desire to communicate with friends and relatives should be encouraged in every way. Every student should be urged to "write" a simple letter as soon as he can manipulate a pencil. Skill and proficiency--as well as originality--can come later, and they will come close on the heels of success and satisfaction in the first attempt.

August 8, 1944

Instructional Cards - "The Family"

INTRODUCTION

These cards may serve as a means of presenting new vocabulary terms by the direct method, without resorting to translation. Fifty-six new nouns are presented directly--object words which are readily indicated by picture and dramatization. Verbs, prepositions, and modifiers are employed also in presenting these words in sentences; thus the student is enabled to use his new vocabulary terms at once, and at the same time he is extending his range of "operators" and "direction words." This gives the student over one hundred new words and multiple possibilities for using them in other relationships.

These words are highly functional. They will be heard many times in daily conversation. Since they are so common, most students will be more or less familiar with some of them. This background may be used as a medium for presenting new material and for increasing the student's self-confidence. Care should be taken, on the other hand, that the students do not seem to know more than they do; the teacher should check to see that the understanding of each word is adequate for common purposes and that pronunciation and usage are correct.

The life of an average family is used as the background of these vocabulary cards. The story is divided into five series or episodes so that the words may be more readily taught and comprehended. These episodes appear under the following titles:

- (1) The Sato Family - cards 1-6
- (2) Father Goes to Work - cards 7-14
- (3) Mother Stays at Home - cards 15-21
- (4) Sister Goes to School - cards 22-28
- (5) John is in the Army - cards 29-34

Each episode is composed as follows:

- (1) An introductory title card designed to attract and interest the student in the situation as a whole.
- (2) Several break-downs of the initial situation, illustrating two or more new words on each card.
- (3) A review card containing the new nouns used in the episode.
- (4) One or two summary cards telling the story of the episode with the aid of simple sentences reviewing the new words.

This pattern presents vocabulary in a natural, normal way of learning language. It opens the way, therefore, for teaching by procedures which are effective and economical because they are psychologically sound. (See Educational Bulletin, "Introducing English to Adults.") With this in mind, the teacher will probably obtain the best results by presenting the set of cards first as a whole, then by episodes and individual cards, and finally as a whole again for review and synthesis. Thus repetition will be supplied while understanding is being increased and skill in usage is being developed.

The presentation of each card should emphasize sound (recognition and pronunciation), sight-recognition, and meaning. All these phases of language learning should be closely correlated and developed concurrently. If reading and writing are developed along with speech (granting that speech should have primary emphasis since it will be used most), the impression will be more firmly fixed and learning will be reinforced. Likewise, words should be taught in context, in relationship to other words, not in isolation. In this way, they take on additional meanings, and they teach each other. The following steps, then, should be part of the procedure of teaching each card. The teacher may modify and adapt them as the needs of the class and the subject matter indicate.

- (1) Point to the object and pronounce the word.
- (2) Demonstrate the function or use of the object, describing the action in simple sentences.
- (3) Write the word on the blackboard or point to it on the card.
- (4) Ask students to imitate these steps.
- (5) Use word in simple sentences and short paragraphs to expand comprehension. Ask students to repeat by retelling the sentence or story, reading it, and writing it.

Not all these steps should be carried out on the first presentation of each episode. The first four might be part of the first day's plan. Subsequent presentation of the episode might include these first steps as review; this review should be followed by the introduction of the last step, one phase at a time, as fast as the class can comprehend and assimilate the ideas presented. The teacher may introduce as many variations of this pattern as possible to insure attention and interest.

The amount of time spent on each episode and each card will be determined by the ease with which the class absorbs the material. Mastery of fundamentals is highly important at this level. Advanced instruction will proceed at a much faster rate if the basic instruction is sound; in addition to basic vocabulary for speaking, reading, and writing, the students should also be developing effective learning habits as well as confidence and independence. They will then be better able to help themselves in solving future language problems. Those few students who are unable to keep up with the class as a whole should be given special, individual help so that they will not be confused by more advanced presentations. This procedure is, in the end, more economical than a more hurried approach.

These cards may be used also effectively as diagnostic and remedial devices. Again this use will be tempered by the needs of the group. With the help of these and similar cards as a testing device, a careful analysis might be made of each student's linguistic abilities. This analysis may then be supplemented by a progress record as the work develops. Particular emphasis should be placed on those steps outlined in the preceding paragraphs which are most needed by individual students. The vocabulary cards will serve as background, illustrative materials for a remedial group; but

the accompanying instruction must be intelligently planned and adapted to fit individual cases if it is to be most effective. In certain cases, a cooperative exercise might be worked out whereby the more advanced students could be used to help those who need special explanation and drill. Such teamwork should benefit both the "teacher" and the slower student.

It is suggested that teachers prepare similar sets of materials for teaching other vocabulary sequences which will be useful to adult students. These patterns might cover such areas as the following:

- (1) Town--street, sidewalk, street car, taxi, automobile, truck, building, etc.
- (2) Post Office--window, stamps, letters, air mail, special delivery, parcel post, money order, bonds, etc.
- (3) Restaurant--table, menu, waiter, silver, dishes, food, dinner, napkin, etc.
- (4) Hotel--desk, clerk, room, key, elevator, baggage, lobby, etc.
- (5) Department store--clerk, counter, cashier, cloth, soap, clothes, shoes, ties, etc.
- (6) Parts of Body--arm, leg, foot, head, neck, chest, hand, etc.
- (7) Clothing--shirt, trousers, shoes, socks, hose, skirt, blouse, sweater, hat, etc.
- (8) Gardening--seeds, plants, hoe, rake, spade, row, bed, etc.
- (9) Calendar--day, week, month, days of week, months, etc.
- (10) Sewing--needle, thread, hem, seam, button, hook, eye, snap, etc.

PRESENTATION AND TEACHING PROCEDURES

First Episode

1. Tell the class that these cards are going to be about a family--a family somewhat like their own, perhaps, as they will soon be living out in a normal community. Encourage those who know a little English to tell about their own families, how many in the family, their names, and so on. Call attention to the picture. Name the members of the family, and ask the class to repeat the words, father, mother, son and daughter.
2. Point out and name again father and mother. Compare with other more familiar names which children call their parents, mama, papa, etc. Make simple sentences about mother and father, dramatizing wherever necessary to insure meaning. Ask students to repeat these sentences and compose others. Encourage a smooth pronunciation of these sentences, avoiding explosive or staccato sounds. Stress the correct sounding of th in mother and father.
3. Repeat son and daughter. Explain by pointing or by a blackboard diagram the interrelationship of son and daughter to mother and father and brother and sister to each other. Ask the class to suggest names for this boy and girl. (They are called John and Mary on later cards.) Call attention to the similarity in spelling of mother, brother, and father, but save the difficult spelling of daughter until later unless someone in the class insists upon discussing the word. Check, however, from the beginning on correct pronunciation so that no one forms the habit of pronouncing daughter with a th sound.
4. Point out each of the friends. Let the class give names to the friends. Ask them to mention some of their own friends and neighbors.
5. Review all words for pronunciation and meaning. Use them in sentences, and encourage members of the class to tell about the family, either the family in the picture or their own. Write completion sentences or a story on the blackboard, asking the class to fill in the blanks with words from the card.
6. Read the story to the class. Ask them to repeat in unison, then individually. If some members are inclined to read unevenly or in a monotone, ask them to tell the story in their own words. Since these sentences are all in the plural, ask members of the class to tell the story about one member of the family, thus extending their understanding of verb forms. Show all the cards in this episode for review. Provide practice also in asking and answering questions: "What do you see in the picture?" "What are they doing?" etc.

Second Episode

7. Dramatize go and work. Ask questions such as "When do you work?" "Where do you work?" "When does he work?" "What work do you do?" and so on. By using correct examples and insisting on accurate

pronunciation, encourage the correct forms of the verbs, but do not give reasons unless members of the class ask why the forms differ. Let them learn by induction and experience that we use the s or singular form of the verb when the subject is only one person or thing.

8. Explain that Mr. Sato works in his store. Point out and name the good things in the window. Refer to the window in the classroom also. Call attention to other details in the picture if the students seem ready to assimilate more extensive vocabulary. Then ask members of the class to tell about the picture.
9. Make short sentences about details in the picture. Ask the students to repeat these sentences and compose others. Relate the word counter to the verb, count; ask other questions about the picture, urging the students to answer in complete thoughts or sentences. (Do this by example, not by rules of sentence structure.)
10. Name the fruits in the picture. If possible, have samples or pictures available for further illustration. Demonstrate putting the fruit into a sack, describing each action in simple sentences. Then ask the students to repeat this action. To bring out the different verb forms, ask one student to tell what another is doing: "He puts the fruit into the sack," etc.
11. Proceed as in Card 10. Write the new fruits and vegetables on the blackboard, and use carefully composed completion sentences to check ability to distinguish one from another.
12. Bring change to class to illustrate paying and getting change. If the class does not already know these words, teach penny, nickel, dime, and so on. Make a game of giving change correctly for imaginary purchases. Help each student describe this behavior in short, simple sentences. Ask questions to make sure each student understands what is being done and can verbalize what he sees.
13. Proceed as with Card 5.
- 14a-b Proceed as with Card 6. Repeat the story with different subjects, she, they, you, and so on.

Third Episode

15. Proceed as with Card 7. "What does Mrs. Sato do at home?" etc.
16. Make sure each student understands kitchen (check pronunciation) and dining room (mention that this is where we dine and so the word is spelled the same way, with only one n.) Demonstrate and describe activities in these two rooms. Ask students to repeat. Proceed as before.

17. Proceed as with Card 16.
18. Proceed as with Cards 15 and 16. Distinguish the ur in the first syllable of furniture and curtain from that in the last syllable of furniture and picture. Encourage the correct pronunciation of the t or ot in these words (not ch.)
19. Proceed as with similar cards.
20. Proceed as with Cards 5 and 13.
- 21a-b. Proceed as with Cards 6 and 14a and b.

Fourth Episode

22. Proceed as with Cards 7 and 15. "Who goes to school in your family?" "Why do we go to class?" etc.
23. Proceed as before. "Where is the door?" "Where is the window?" etc.
- 24, 25, and 26. Continue asking questions about the objects and people in the classroom, referring to both the picture and the room where the present class is being held. Ask students to open door, stand near desk, and so on, describing their behavior in simple sentences as they do so: "I stand near the desk," "He opens the door," etc.
27. Proceed as with Cards 5, 13, and 20.
- 28 a and b. Proceed as with Cards 6, 14a and b, and 21 a and b.

Fifth Episode

29. Call attention to how handsome John looks in his new uniform, how proud he is to be a soldier, and so on. Encourage members of the class to tell about boys they know who are now in the Army.
- 30, 31, and 32. Continue as before. Let the students compare and contrast if they wish, the Army camp with the Relocation Center. Emphasize the fact that John works hard and long in the Army, that the "toughening up" process is not an easy one, but that John needs this training for his own protection. Encourage members of the class to bring in letters from boys in the Army. Use these letters as the basis of reading lessons if the owners are willing. Then encourage the writing of letters to boys in camp.
33. Review as with Cards 5, 13, 20, and 27.

34 a and b. Proceed as with Cards 6, 14a and b, 21a and b, and 28a and b.

Review the entire set of cards by re-telling, re-reading, and writing the story of the Sato family. Then ask the members of the class to tell and write the story of their own family--later working parts or all of such stories into letters.

Instructional Cards---Basic Vocabulary

1. family
2. father
3. son
4. mother
5. daughter
6. brother
7. sister
8. friends
9. work
10. store
11. window
12. counter
13. scales
14. fruits
15. sack
16. vegetables
17. basket
18. money
19. change
20. customer
21. home
22. kitchen
23. dining room
24. dishes
25. living room
26. hall
27. telephone

28. furniture
29. rug
30. curtains
31. bedroom
32. bathroom
33. table
34. school
35. classroom
36. door
37. chair
38. desk
39. teacher
40. blackboard
41. students
42. chalk
43. books
44. pictures
45. maps
46. wall
47. Army
48. soldier
49. camp
50. barracks
51. mess hall
52. post exchange
53. drill field
54. flag

Verbs

1. are
2. have
3. come
4. see
5. has
6. goes
7. sells
8. eat
9. weighs
10. puts
11. pays
12. gets
13. leaves
14. stays
15. takes care
16. washes

17. sweeps
18. dusts
19. answers
20. makes
21. cleans
22. is
23. stands
24. sits down
25. writes
26. looks at
27. studies
28. lives
29. stays
30. buys
31. marches
32. salutes

Prepositions

1. at
2. to
3. in
4. on
5. into
6. of
7. near

~~Gila River~~
Mrs. Marshall
(return to office)

WAR RELOCATION AUTHORITY
Washington, D. C.

August 15, 1944

TO ALL PROJECT DIRECTORS

Attention: Superintendents of Education

For the use of teachers of adult English we are sending out, under separate cover, three kinds of material: bulletins on "Introducing English to Adults" and on the presentation of a set of instructional cards called "The Family"; several stories at fourth to sixth grade level for supplementary reading materials; vocabulary cards, "The Family," illustrating techniques for presenting language without the use of translation.

The bulletins may be used by individual teachers or they may be the basis of discussion in teacher-education courses or committees. It should be emphasized that they are suggestions based on what has proved to be successful experience rather than a conclusive picture of how English must be taught. When used with the vocabulary cards, they should help the teacher to "bridge the gap" for those who have hitherto developed little or no English vocabulary. The basic vocabulary cards should be followed by conversational exercises such as those contained in the booklets already sent to each center from Manzanar and Central Utah.

The supplementary reading materials will be more effective if they can be reproduced in more readable form than was possible at this time: primer sized type and better spacing would prove much more effective in most cases. Suggestions have been made for the presentation of new vocabulary terms in these stories; even so, some teachers will find it wise to rewrite certain parts of the story to a lower level to meet the needs of their particular class.

While these materials cover the range from beginning classes to the advanced level, they are probably not sufficient in quantity to provide the practice necessary for effective learning. Teachers may use them as patterns for developing similar materials for their own classes. Since other centers will be meeting the same need, it will be helpful if samples of good materials are sent in to this office as a source of exchange with the other centers. We should like to have, also, the reactions of the teachers to these materials, the story of their success in using them, and their suggestions for improvement.

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Because of delays in the mimeographing department, these materials may not all arrive on the same date. But teachers may expect to have them ready for use in the near future.

Sincerely,

Golda VanBuskirk

Golda VanBuskirk
Language Consultant

mt.



Golda Vornikovsky
t.m



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ADULT EDUCATION SURVEY

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

下記の学習... 課目は... X印を着けるに當つては第二世
諸君の援助を仰がれたし

A. ART

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

D. HOME ECONOMICS

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

B. COMMERCIAL

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

E. LANGUAGE ARTS

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

C. HEALTH

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

F. MATHEMATICS

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

G. MUSIC

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

(over)

H. SCIENCES

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

I. SOCIAL SCIENCES

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

J. VOCATIONAL

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

K. MISCELLANEOUS

- ☐ Leadership Training
- ☐ Teacher Training
- ☐ Hobbies (Please list your choice)
- a. _____
- b. _____
- c. _____

ADDITIONAL COURSES DESIRED

1. _____
2. _____
3. _____

ADDITIONAL SUBJECTS YOU CAN TEACH

1. _____
2. _____
3. _____

Name _____

Address _____

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

File

Dr. Lester K. Ade

Nov. 18, 1944

Dr. Golda Van Buskirk

The following teaching materials have been prepared for the Adult English classes in the War Relocation Authority projects:

Instructional Cards--The Family. Teaching device for presenting fifty-four nouns and the other vocabulary terms essential to adequate expression. (Accompanied by detailed suggestions for presentation and teaching procedures.)

Bulletin--Introducing English to Adults. Needs and problems, motivation, procedures for teaching sound, meaning, sentence building, reading, and composition.

Language-reading materials

"Translations" from Readers' Digest, Common Ground, etc.

"Translations" of stories from the classics

"Stories of the States."

Check list for Evaluating the Language Program

Bibliography of materials and texts for the teaching of English to foreigners. *

These materials were prepared after consulting with the following members of an advisory board chosen by Dr. Ade: Major Paul Witty, United States Army; Dr. S. I. Hayakawa, Illinois Institute of Technology; Mr. Glenn Kendall, Department of Justice. These materials were reproduced by multilith or mimeograph and distributed among the nine relocation centers, after having been first tried out in two of the centers.

In addition to the preparation of these materials the Language Consultant also spent considerable time in the following activities:

1. The editing of the "Teacher's Handbook on Education for Relocation."

*Dialogues on manners, and social and business situations which are frequently encountered were also prepared, but only a few of these were sent out since two centers, Manzanar and Central Utah, had already prepared similar conversational materials which could be distributed more economically.

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2. Serving as secretary of the Washington Committee on Adult Education and Americanization.
3. Corresponding with the project supervisors of adult education concerning their respective English programs.
4. Preparing two bulletins on curriculum planning and extra textbook curriculum materials and consulting with elementary and high school teachers concerning curriculum problems with special emphasis on English.

In the course of two rather extended field trips the Language Consultant visited each of the ten relocation centers for the purpose of analyzing the needs of the Adult English program, finding what materials were needed, and making suggestions for improving and expanding the program in each case. The English enrollment on the projects range from around 200 on one Center to nearly 2000 on another. Some centers were still using evacuee teachers for their entire English staff. Others were employing the part-time assistance of regular teachers from the elementary and high schools. Some classes were being taught entirely in English, but many were being taught by the translation method wherein much more Japanese was heard than English. This latter situation is still maintained in a few cases, but a general effort is being made to train teachers to teach in English by the direct, functional method. In some Centers the program of scheduled classes is being expanded by such language activities as the development of a newspaper, cooking classes, field trips, and letter writing workshops. Several centers have been able to set up a language center where these and other activities can be carried on in addition to regular classes. Because most of the supervisors are new and were in the process of revising the programs at the time of the visit, it is difficult to tell just how far they have gone at the present moment in carrying out their plans. With one or two exceptions the programs, as outlined at the time of the visit, promised excellent results in extending and improving the use of English. On at least two Centers there was a united effort on the part of all appointive staff members to promote the use of English wherever possible. This was true in certain areas on the other centers. Some vocational instructors, for instance, were making a decided effort to teach the English vocabulary appropriate to their own type of work. It is hoped that this attitude may be developed on all centers with the aim of promoting the primary objective of War Relocation Authority, namely, relocation.

The following recommendations have been made in most of the Centers and should be reinforced in the future in order to attain and maintain a high standard of achievement in the Adult English program:

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1. All instruction in English classes should be in English.
2. English should be the medium of expression in all other classes and activities.
3. Every effort should be made to motivate the use of English outside of class in order that formal instruction may be enforced by practical drill.
4. Teaching should be done by the direct functional method. For beginning students pantomime and demonstration should be insisted upon rather than explanations in Japanese. The grammar-translation method should be discouraged as slow and uneconomical for students who need immediately effective means of communication. Subject matter should be chosen for its usefulness in daily living and it should be presented in the form in which it will be used.
5. Classes should be kept small enough so that each member may have the opportunity of participating frequently in each meeting. They should meet often enough to maintain continuity of learning.
6. Wherever possible Caucasian teachers should be used in order to insure the learning of correct pronunciation and rhythm as well as accepted usage and idiom.
7. A well-planned teacher-training program to include teacher instruction, frequent conferences, and close supervision is desirable.
8. Special attention should be given to common speech problems through phonics, singing, and other language activities. Inez Reed's booklet, "Improve Your Accent," is highly recommended for this purpose.
9. Classes in geography, socio-economic life, regional customs, current world problems, etiquette, etc., as indicated by the interests of the group, are generally effective. Such topics may be used also as the basis of discussion in English classes.
10. Reading materials and texts should be supplemented by maps, charts, picture files, movies, radio, and other visual-auditory aids to learning. A teacher-library should be maintained from which instructors may select the materials best suited to their group.

11. Every teacher should understand English grammar for purposes of explanation of usage. Grammar should not be used, however, as a substitute for dynamic language usage. Effective drills on correct English forms may be found in such a book as Robert Dixon's Beginning Lessons in English for Foreigners and Graded Exercises in English for Foreigners.
12. It is important for the teachers to know the idiom and even the slang of our language in order to explain and present the common language of the street as well as the literary language of books.
13. Teachers should avoid conducting their classes on a too difficult level. Better results may be obtained by making relatively simple requirements and by providing much exercise in discussion and conversation.
14. It is desirable to develop an English Center providing some facilities and supervision for:
 - a. A letter-writing workshop, where students may secure help in writing business and personal letters, has been found to be an excellent motivation toward the learning of English as well as an effective teaching device.
 - b. A speech clinic where attention can be given to special problems in pronunciation and rhythm. Records may be used effectively in this connection if the equipment is available.
 - c. Reading rooms should be provided where students may come to browse, read the daily newspaper, consult dictionaries, and ask questions about the material read. (This may be done in connection with the library.)
 - d. Social activities requiring the use of English speech patterns should be promoted.
15. Continued and increased efforts should be made to recruit the interest of all residents who do not at the present time speak English well enough to carry on normal social and public relationships in the outside world. For this purpose, interviews and well-planned activities requiring the use of English are probably more effective than the more obvious advertising and propaganda techniques. Instruction should be improved also so that the classes sell themselves on the basis of their attractiveness and practical

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value.

16. English should be promoted in all work and recreational activities as well as in other Adult classes such as crafts, current events, etc. In cases where the teachers do not know how to present the vocabulary of their subject, special instruction should be given in the dramatization techniques employed by teachers of beginning English.
17. The Adult Education Unit should work cooperatively with all other departments to promote the use of English and the development of other skills for satisfactory community living.