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c

Dr. Opler
Mrs. Oltmans
Mr. Saks
Miss Potts
Dr. Carter
Mr. Rogers
Miss Golden
Mrs. Pusey
Dr. Strong

January 6, 1944

W. Melvin Strong

Basic English

You are probably aware that much new publicity is being given to Basic English. Mr. Churchill recently gave it new impetus in one of his speeches, and Houghton-Mifflin Company has just published some very helpful and practical study guides in Basic English, or an English program using Basic English as its foundation.

In Americanization courses over the country where Basic English has been taught both instructors and students are enthusiastic about it.

The Adult Education department at Manzanar is planning to start some classes in this new English program about February. If you are interested call at 7-1-1 and get a copy of one of these new books. After scanning it, you may let us know whether you can participate or not, and the nature of your participation.

Melvin Strong

A DICTIONARY
OF
BASIC ENGLISH WORDS
FROM
BOOK I - BOOK II

Adult English Department
Manzanar, California

PRONOUNS

all	my	those
he	our	us
her	some	we
him	that	what
his	their	which
I	them	who
it	these	whose
its	they	you
me	this	your

VERBS

am	get	jump
are	give	laugh
awake	go	open
came	have	shut
come	is	sleep
do	is broken	

ADJECTIVES

all	no
another	one
black	opposite
blue	other
clean	quiet
cold	ready
dirty	red
dry	right
false	short
fat	small
first	some
front	three
gold	true
good	two
great	warm
green	wet
last	white
left	wrong
long	yellow
loud	young
new	

ADVERBS

again

down

early

far

here

late

near

no

not

now

then

there

today

together

tomorrow

up

where

yes

yesterday

PREPOSITIONS

after

before

between

from

in

inside

of

off

on

outside

over

to

under

with

CONJUNCTIONS

after

and

before

but

or

INTERJECTION

oh

ARTICLES

a

an

the

CONTRACTIONS

doesn't

does not

didn't

did not

won't

will not

don't

do not

isn't

is not

NOUNS

address	blood	chin
air	board	Christmas
airfield	boat	church
airplane	body	cloud
answer	book	coat
apple	bottle	coffee
April	box	collar
arm	boy	color
army	bread	comb
August	breakfast	cord
automobile	brother	cork
back	brush	cover
bag	building	cup
ball	butter	day
bank	button	daughter
basket	cake	December
bath	card	dog
bathroom	cat	dollar
bed	cent	door
bird	chalk	drawer
bit	change	dress

NOUNS

ear	goodbye	knife
egg	good morning	learner
eye	grass	leg
fare	hair	letter
facecloth	hand	library
family	hat	light
father	head	line
February	heat	look
finger	hook	looking-glass
fire	hospital	man
fish	hour	map
floor	house	March
food	ink	mark
foot	inside	match
fork	island	May
Friday	January	meal
friend	July	measure
front	June	middle
garden	kettle	milk
girl	key	minute
glass	knee	Monday

NOUNS

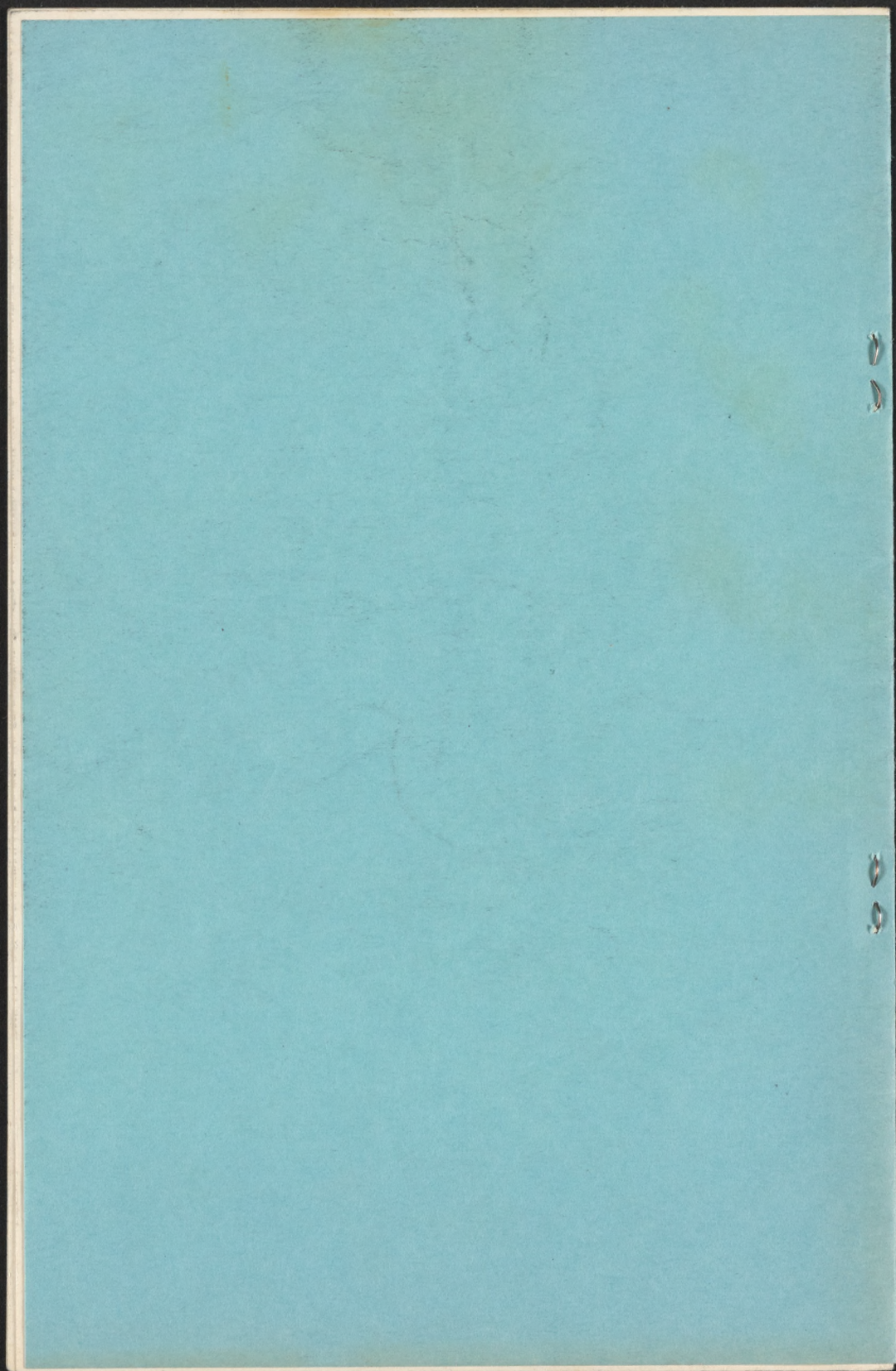
money	pen	school
month	pencil	sea
morning	person	seat
mother	picture	second
mouth	pin	September
Mr.	place	shelf
Mrs.	plant	shirt
neck	plate	shoe
needle	pocket	side
night	point	sign
nose	post office	sister
November	pot	skin
number	potato	sky
nut	price	snow
October	question	soap
office	rail	sock
orange	ring	son
outside	roof	spoon
page	room	stem
parcel	Saturday	state
part	scale	statement

NOUNS

station	tooth
step	town
stocking	train
store	tray
story	tree
street	trousers
sun	Tuesday
Sunday	umbrella
table	voice
teacher	wall
thank you	water
thing	Wednesday
thumb	week
Thursday	wet
ticket	window
time	winter
today	woman
toe	word
tomorrow	year
tonight	yesterday

NOTE

Some of these words may also be
used as other parts of speech.



BASIC ENGLISH
MANZANAR ADULT EDUCATION DEPT.
Adult English Division



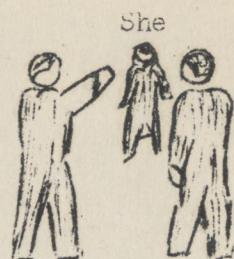
This is I.



That is you.



That is he.



That is she.



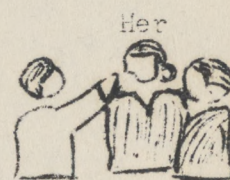
This is my nose.



That is your nose.



That is his nose.



That is her nose.



This is my hand.
That is your hand.
That is his hand.
That is her hand.



This is my eye.
That is your eye.
That is his eye.
That is her eye.



This is my mouth.
That is your mouth.
That is his mouth.
That is her mouth.



This is my ear.
That is your ear.
That is his ear.
That is her ear.

ベインク イングリッシュ
新しい英語會話教授
法を以て歸米者及び一
世の爲に二組の英語カラム
を開紀する事になりました
各級二十名に制限され、
フレイジを並べに口入る
教員による教授される事
になつて居ります。ケラ人は
週に二度、時間は一時間半と
なつて居ります。御希望
の方は一月五日より十二日迄
に第一一區アイロングルームの
成人英語ホール又は成人教育
部事務所(セーラー)へ御申込
下さい。上記实例は
教科書の第二頁です

Organization of the Center

A student body organization will initiate from the 300 adults who are already enrolled in English classes. A small Board of Directors will be elected, who will act as an advisory group. Care and maintenance of the building, scheduling an unpaid receptionist, maintaining a standard of order and re-enforcing the "English Only" policy will be a part of the Board's duties. A mimeographed newspaper might develop as one of its projects.

When the Center opens, it will be necessary to schedule activities and formal English classes as separate classes because the evacuee teachers and students are not yet ready for an integrated, functional approach, i.e. where the cooking lesson is an integral part of their organized English language instruction. Adult students may enroll in the activity classes and not the English classes, or they may be enrolled in both.

We recognize that this is not the ideal method of setting up the program but that at the present time, our English instructional methods will fall in three progressive stages, the formal grammar approach which the evacuee teachers prefer to use, the direct conversational method which sets up rather artificial dramatic or conversational opportunities, and the activity units such as an afternoon tea, which would involve group preparation periods in party planning, recipes, manners and customs, cooking, serving, acting as guests, hostess, etc.

These divisions in types of instructional methods are also necessary because of the increasing need of bringing in more part-time Caucasian teachers to supplement the evacuee teachers.

Three newly decorated classrooms adjacent to the Activity Center and a teacher's workshop and office make up the Center's buildings.

The Activity Program

- Cooking (present day rationing and prices)
- Family sewing
- Wood carving
- Family care (child care, nutrition)
- Red Cross First Aid
 - Other Red Cross Projects
- Craft classes
- Teas and organized social gatherings
- Game clubs (instruction and playing of American Games)
- Movies
- Music Appreciation (recordings)
- Folk songs and community singing
- Speech clinic
- Letter writing laboratory
- Small discussion groups on:
 - knitting
 - embroidery
 - politics
 - middle east farming
 - opportunities for issei to re-establish outside, etc.
 - American customs and institutions

English is the only medium of instruction.

The Ideals of Citizenship and the Study of the English Language

The possibility of organizing a program on Americanization and citizenship for adults was introduced on May 5th to me by Mr. Flugstad.

The material on hand was a series of lessons on Americanization put out by the W.P.A. in their program of Adult Education. A rough outline was made to include some of the necessary points in the procedure of organization of it included the following:

- 1) A form for registration of pupils.
- 2) The tentative schedule of classes.
- 3) The course of study.
- 4) Qualification of teachers.
- 5) Teaching technique.

The pupils were to be those Japanese in camp who wished to learn the meaning of Democracy and at the same time study the English language. This group is made up of "Kibei", American citizens educated in Japan, and "issei", aliens who have been in this country for many years, mostly parents.

The teachers were chosen for their familiarity with the subject and for their bi-lingual ability to teach those with an inadequate command of the English language. Thus the teachers are all American citizens of Japanese ancestry.

The materials used by the teachers are based on the W.P.A. project on Americanization. The subjects covered are:

1. The home
2. a. Early American History
b. The U. S.
3. a. The Revolutionary War
b. Our flag
c. Our Country's wars
4. a. The Constitution
b. Amendments
c. Special functions of the government
5. a. The Executive Department

- b. The President's Cabinet
- 6. a. The Federal Legislative Dept.
 - b. Lawmaking
 - c. The Judiciary Dept.
- 7. a. Government
 - b. State
 - c. County
 - d. City
- 8. Your responsibility as a citizen
- 9. What America means to me
- 10. Present problems of the government

The teachers are to make up lessons forms 2 times a week based on the above material.

The classes this far, are divided into two groups, the beginners and the advanced. The teachers for the beginners are Miss Tomiko Minnamiki and Miss Doris Nakagawa. The teachers for the advanced are Mr. Yozzo Kurokawa and Mr. Hideo Uyeda.

On the first day of registration there were 149 who signed up. This was very encouraging as it showed that the demand for classes of this nature exceeded our expectation.

On Friday the 15th of May the first classes were held. There were 213 students registered under 4 teachers, each teaching three sets of classes. These were started under much handicap as the physical properties have not as yet been provided; no partitions, blackboards, papers, etc. Two classes had to meet in one hall combating problems in competition with the Nursery School, Block Leaders Meeting, as well as those who were using the library as a place for friendly conversations.

On Saturday May 16th the first teachers meeting was held at which time problems were discussed. The main problem was the lack of physical equipment of the proper nature; tables, benches, blackboards, paper, pencils and a partition to segregate a part of the hall for class use.

Suggestions were made for the formation of another class for those advanced so that the line of demarkation of the pupils ability would not be so harsh.

In other words, we need three groupings in the near future, the beginners, intermediate and the advanced.

classes. Also for the future we would like to have the tables and chairs for class use only so that it would not be necessary to move them to other halls for use by other groups.

There is need for more teachers to take charge of the increasing number of classes. More teachers must be trained as substitutes in case of necessity so that the program would run smoothly in time of a teacher's illness.

There are 8 potential teachers on the list whose qualifications are quite excellent.

It was quite amazing to see the manner in which the program has been accepted by the members in camp. The wholehearted cooperation of the part of the pupils in attending the classes and their eagerness to learn is encouraging to see. The enthusiasm of the pupils in spreading news of their classes to friends will result in the increasing number of prospective students.

The hope for the future is that as the camp grows in size and population, classes may increase and serve the growing need for education. For this purpose the erecting of a building for educational use only is highly desirable.

Mrs. Takeshi Nishikawa

Class Schedule

Time: 9:00 - 10:00 A.M.
2:00 - 3:30 P.M.
7:30 - 9:00 P.M.

Days: Mon., Wed., Fri.

Classes: 2 Beginners
2 Advanced

Teachers

1. At least 2 years in college
2. Adequate Japanese knowledge (conversation)
3. Age - Over 21 - preferably over 25
4. Teachers meeting.
 - a. Days Tues., and Saturday
 - b. Time 9:00 - 11:00 A.M.
 - c. Subjects
 - (1) Material covered
 - (2) Problems with students
 - (3) Suggestions for improvements in technique
 - (4) Lesson forms handed in

Teaching Technique

1. Roll call
2. Use of manual - reading aloud
3. Question and answer in English for explanation of material for day
4. Question and answer by teacher in English of material for day.
5. Spelling or composition for 10 minutes on day's work
6. Grading system:
 - a. E - Excellent
 - b. P - Passing
 - c. F - Failure

THE IDEALS OF AMERICANIZATION AND CITIZENSHIP
(A STUDY OF THE ENGLISH LANGUAGE)

I. Registration

1. Name:
2. Age: Former occupation
3. Present residence: Blk. Bldg. Apt.
4. Former Residence:
5. No. of yrs. in U. S.
6. Schooling in Japan: Grammar Jr. high Hi. sch. College
7. Schooling in America: High Sch. Night Sch. Spec. Cl
8. Use of English:
 - a. Conversation: much none
 - b. Reading:
 - c. Writing:
 - d. Occupation:
 - e. With children
9. Have you studied American History? Yes. No
10. Have you read the Constitution of the U.S.?
11. Do you know the American's Creed?
12. Do you know the Pledge of Allegiance?

II. Classes

1. Time: 9:00--10:00 a.m.
 1:30-- 2:30 p.m.
 7:30-- 8:30 p.m.
2. Days: Mondays and Wednesday (afternoon)
 Tuesdays-and Thursday (evening)

III. Course of Study (The ideals of Americanization and Citizenship)

1. The home
2. a. Early American History
 b. The U. S.
3. a. The Revolutionary War
 b. Our flgg
 c. Our Country's wars
4. a. The Constitution
 b. Amendments
 c. Special functions of the government
5. a. The Executive Dept.
 b. The President's Cabinet
6. a. The Federal Legislative Dept.
 b. Lawmaking
 c. The Judiciary Dept.
7. a. Government
 b. State
 c. County
 d. City
8. Your responsibility as a citizen
9. What America means to me
10. Present problems of the government

IV. Teachers

1. At least 2 years in college
- 2/ Adequate Japanese knowledge (conversation)
3. Age--Over 21--preferably over 25
4. Teachers' meeting--
 - a. Friday--9:00 to 10:00 a.m.
 - 1) Material covered
 - 2) Problems with students
 - 3) Suggestions for improvement in technique
 - 4) Form sheets of lessons

V. Teaching technique

1. Roll Call
2. Use of manual--reading aloud
3. Question and answer in English for explanation of material for day
4. Question and answer by teacher in English of material for day.
5. Spelling or composition for 10 minutes on day's work
6. Grading system:
 - a. E--excellent
 - b. P--passing
 - c. F--failure

WAR RELOCATION AUTHORITY
Washington, D. C.

July 1, 1944

*Adams
De Carter*

To: Project Director

Attn: Adult Education Supervisor

From: Golda VanBuskirk

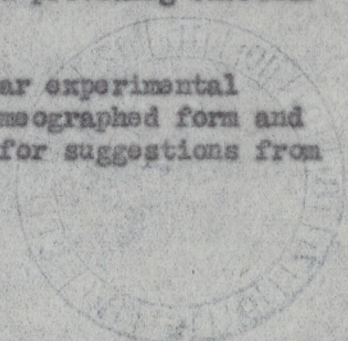
Wan

These letter samples and conversational exercises were prepared by Mr. Oshita, one of the teachers of English for adults at Heart Mountain. Since he has had excellent results with them, we are sending them on as a possible time-saver for other teachers.

These materials might be used first of all as reading materials, preceded by appropriate orientation procedures and accompanied by interesting and enlightening discussion. They might then be used as the basis of oral and written practice exercises. Other letters and conversations may be worked out by the students after a careful study of these samples. The proper forms of heading and close for business and personal letters should be learned by the students. They should then be encouraged to make the content as original and interesting as possible in the case of the personal letter, or concise and clear in the case of the business letter.

Some teachers get good results by having students memorize the conversational exercises and present the dialogues as a little play until they overcome their first embarrassment. Gradually they are encouraged to ad lib and expand the dialogue as they see fit. Later, other conversational exercises may be worked out by individuals, small committees, or the class as a whole. This is a good method of teaching the etiquette of social usage while imparting useful information and providing exercise in informal speech.

N. B. If the teachers find these and similar experimental materials useful, they will be set up in mimeographed form and sent to each center. We shall be grateful for suggestions from the teachers.



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Jan. 18, 1944

CONVERSATION BETWEEN TWO FRIENDS

"How do you do, Paul?"

"How do you do, Tom?" I have not seen you for a long time.
Were you away?"

"Yes, I have been away from the city for two weeks.
I have been staying with my brother."

"Where is your brother?"

"My brother is here in the city now, and is living with me.
He left his place."

"Is he working now?"

"No, he is not working anywhere. He is looking for work."

"What kind of work is he looking for?"

"He is looking for a place with a good tailor. He is a good
coat-maker."

"Does he make ladies' or gentlemen's coats?"

"He can make both."

"Can he do cleaning, pressing, and repairing, too?"

"Oh, yes, he can do first-class work."

"Does he know how to speak English?"

"He speaks English well, and knows how to read and write it."

"I think I know a place where they want some one to do the kind
of work your brother is looking for."

"Can you take him there, or tell him where the place is?"

"I will take him there tomorrow morning at eight o'clock. If he
does good work, they will keep him all the time and pay him
well."

"Thank you."

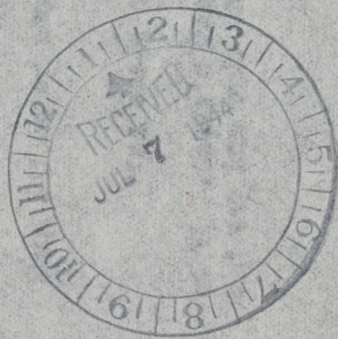
"I will call for him tomorrow morning at eight o'clock. Goodby."

"Goodby."

ladies
stay

gentlemen
first-class

anywhere
repair



In a Clothing Store

Salesman: What can I do for you?

Customer: I want a suit of clothes.

Salesman: What color do you want?

Customer: I want a gray suit.

Salesman: Here is a very good one.

Customer: Will that fit me?

Salesman: Yes, I think it will fit you very well.

Customer: I think I'll try it on.

Salesman: That fits you very well.

Customer: What is the price of this suit?

Salesman: It is fifteen dollars. We are having a sale today,
and everything in the store is marked down.
This is a very good suit for the price.

Customer: I will buy this suit.
I want to buy a shirt and a necktie and a pair of gloves.

Salesman: We have some very good shirts marked down from one
dollar and a quarter and one dollar to seventy-
five cents each.

Customer: Please show them to me.

Salesman: Come this way, please.

Customer: I will take that shirt. Give me two collars.

Salesman: What size do you want?

Customer: I want size fifteen and a half.
How much are those neckties?

Salesman: Those neckties are twenty-five cents each.

Customer: I will take the gray one and the blue one. Give me
also two of those twelve-and-a-half cent handkerchiefs,
and two pairs of your twenty-five cent socks, size ten.
Where are the gloves?

Salesman: The gloves are on the second counter to the right.
That man will show them to you.



Tues., Jan. 4, 1944

Customer: I want a pair of gloves. What are the cheapest gloves you have?

Salesman: The cheapest we have are one dollar a pair. We sell them at a dollar and up.

Customer: Let me see your one-dollar gloves.
I'll take that pair.

Conversation with a Tailor

Customer: My coat is torn and dirty. I want it mended, cleaned, and pressed. How much will it cost me?

Tailor: It will cost you a dollar. That is a bad tear.

Customer: When will you have it ready?

Tailor: When do you want it?

Customer: I want it for Sunday. Will you have it ready on Saturday afternoon?

Tailor: Yes, I will have it ready for you.

Customer: I want to order a new suit.

Tailor: I'll make a very good suit for you.

Customer: Show me your samples, please.

Tailor: Here are my latest and best samples.

Customer: I want a good suit. I do not want a cheap one.

Tailor: Here is one that will make a very good suit for you.

Customer: How much will that suit cost me?

Tailor: I'll make that for you for twenty-five dollars.

Customer: I think I will have that.

Tailor: Shall I take your measure?

Customer: Yes, take my measure now. I want the lining good and strong. I want good buttons put on it. I do not want cheap buttons and I want hand-made button-holes.

Tailor: Very well, sir.

Customer: When will you have the suit ready?

Tailor: I can have it ready for you in ten days.

Customer: When shall I come to try it on?

Tailor: Can you come in Wednesday evening?

Customer: I can come in when I am going home from work.

Tailor: Very well. I will have the whole suit ready to try on then.



Applying for Work

porter

anything

need

candy

perhaps

"Good morning, sir."

"Good morning. What can I do for you?"

"I am looking for work. Do you need a man?"

"What can you do?"

"I am willing to do anything."

"Have you worked before?"

"Yes, I have been working for a year in a candy-factory."

"What did you do there?"

"I was a porter."

"Why aren't you working there now?"

"That factory is closed."

"Can you read English?"

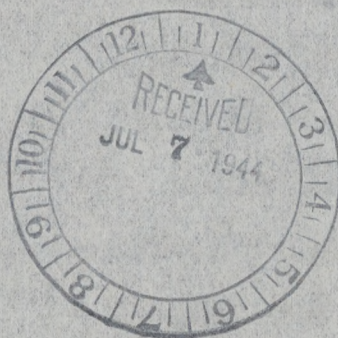
"Yes, I can read and write a little. I go to an evening school."

"We do not need any one today, but come around again next week and perhaps we shall have work for you."

"Thank you, sir. Good day."

"Good day."





Conversation on Shopping

shopping let piece aisle bargain

Mrs. B.: I want to go shopping. Will you come with me?

Mrs. W.: Yes, I want to go shopping, too.

Mrs. B.: There is a sale at Kendall's today.

Mrs. W.: Let us go there first. I want to get sheets, pillow-cases, and towels.

Mrs. B.: They have some good bargains there today. From there let us go to Greene's and get some muslin.

Mrs. B.: Will you show me some good white muslin, please?

Saleswoman: It is thirty-seven and a half cents a yard.

Mrs. B.: That is too much.

Saleswoman: Here is a piece for twenty-five cents a yard.

Mrs. B.: Give me six yards of it, please. Where are the laces?

Saleswoman: The laces are in the next aisle on the second counter.

Mrs. B.: I want to buy a dress, a white apron, and a blue ribbon for Mary.

Mrs. W.: You may get them cheaper at Smith's.

Mrs. B.: Have you any gingham dresses for girls?

Saleswoman: Yes, we have some very pretty ones. How old is the girl?

Mrs. B.: She is twelve years old.

Saleswoman: Please come this way.

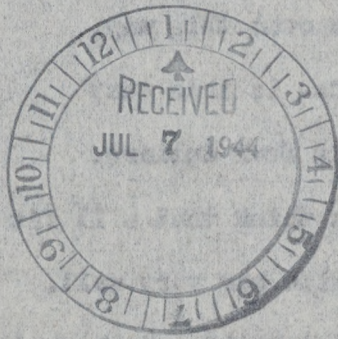
Mrs. B.: How much is this one?

Saleswoman: That is four dollars.

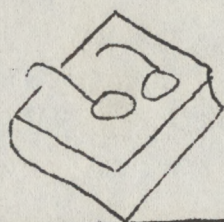
Mrs. B.: Do you think that will fit her? Try it on her.

Saleswoman: That fits her very well.

Mrs. B.: I will take it. I think it is very pretty. Now let us look at the ribbons.



ADULT ENGLISH



Outlook

Volume I

Manzanar, April, 1945

Number 1

SELECTION OF A NAME

The judges had a very interesting meeting in selecting the most appropriate picture and title for the coming Adult English newspaper. Mr. Dykes, elementary school principal, Mr. Fox, high school principal, and the superintendent agreed on the selection of "Adult English Outlook" with the picture of the book and glasses by Mrs. Eno Kawamoto. For the second choice we liked the heading of "The Frog" because of the very appropriate story that went along with the title.

We would like to suggest that the first issue of your paper print the story of the frog and draw the picture that Mr. Kametaro Oka suggested. It is true that older people who are learning English need to practice many times and repeat the sounds many times before they learn.

We wish you all success in the first issue of your paper.

The Selection Committee

GREETINGS

I am very happy that you have a newspaper. You have worked hard to learn English. Now you can speak English to your children and to your friends. You can go to cooking classes and understand the cooking teacher. When you move away from Manzanar you will be glad that you have learned some

English. I am proud of the fine work you and your teachers have done. I hope you keep on working to learn more English until you leave Manzanar. Then I hope you will go to Adult English classes in your new community.

Genevieve W. Carter
Superintendent of Education

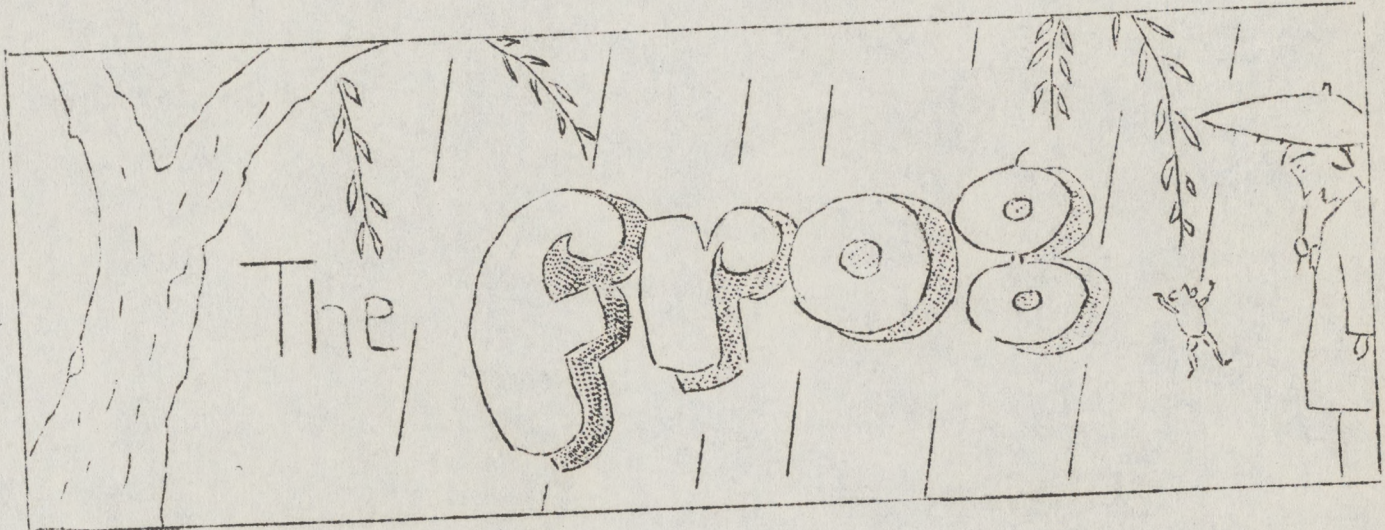
OUR HOME

We live in Owen's Valley between the Sierra Nevada Mountains and the Inyo Mountains. The Sierras are covered with snow most of the year. They are very beautiful. When we leave here we will miss the mountains, the sunshine, the beautiful blue sky, and the white clouds. We hope it will be as beautiful where we go. We are happy to have stayed here so long but are anxious to get settled in our new homes.

Haru Ohno
(Mrs. Miller's Class)

I am sitting in a chair.
I am in the class room.
I am reading a book.
I am writing.
Who am I?

The Second Choice by the Judges
for the Name of our Paper



THE FROG

I hit upon the idea from the famous educational story, "Ono Dofu and the Frog."

On a rainy day a man, Ono Dofu who was inattentive to his studies saw a frog trying to jump up to a willow branch. It jumped and missed, jumped and missed again, but at last its efforts were rewarded with success after several failures.

He learned from the frog that he will get success in any difficult matter if he makes constant efforts. After that he studied harder and harder. At last he became a great scholar.

Most of us in the English classes are older people. Whenever we are unable to understand our lessons at once, think of this frog and Ono Dofu, and repeat twice, three times, four times ... Then we will surely have a good command of English. Soon we shall reach the goal as the frog did.

Kametaro Oka

We celebrate the resurrection of Christ Jesus as you know. In this season we hope the people will be reminded that the King of Peace conquered death and rose again by his own glory.

We people of the whole world are eagerly wishing that peace will return after the war's destruction. The world-wide selfish conduct has brought this vast and furious devastation. The war just brings death and destruction unless our Almighty Father, the King of Peace can settle this terrible condition of the world. So we must pray hard to our Lord and urge his Mercy.

Teizo Yonai
(Dr. Schwesinger's Class)

I am round.
I come big, small, and in many sizes.
Children like to play with me.
What am I?

CURRENT EVENTS

PRESS FREEDOM WANTED

The Public was barred from the United Nations Food Conference at Hot Springs, Va. by military guards.

The Inter-American Conference in Mexico City was open to members of the press. We do not know yet whether the coming San Francisco Conference will be barred or open to the public.

The road to "One World" does not start off behind closed doors. It is true that the public should be kept abreast of developments at the conference.

NEW YORK LEGISLATORS

The Anti-discrimination Bill passed in the original form in which it was introduced in the New York legislature.

This bill provides against discrimination private state and federal employment because of race, creed, color, or national origin.

Let us take our hats off to the New York legislators!

SHELL NEARLY HITS CHURCHILL

Prime Minister Churchill came within 50 yard of being hit by a shell as he inspected the Rhine.

The Commander of the Ninth Army insisted that he retire out of the shell range.

Osao Kawada
Dr. Schwesinger's Class

ACTIVITY HALL

With Mrs. Shikami as the coordinator and Aiko Yamashina, as the assistant, the Adult English Activity Hall has been a very busy and pleasant place for the English students.

May we take this means to express our deep appreciation to all the instructors in the cooking and craft classes held there. The students are looking forward to many more pleasant sessions.

APRIL FOOL STORY

On Easter Sunday afternoon three ladies of the English class went calling. They went to Dr. Carter's house. They gave her a lovely present wrapped in a neat package. They wished her a Happy Easter and they went home.

Dr. Carter opened the present. There was a beautiful pie in a pie tin. It was decorated with floweres. Such a delicious looking pie! Dr. Carter made some coffee because she was going to have a supper of pie and coffee. She took a knife and began to cut the pie. It would not cut. She tried to cut the pie in a different place. It would not cut.

"What kind of a pie do they make at the English Hall?" asked Dr. Carter.

She lifted the delicious pie from the pie tin. This beautifully decorated pie crust was covering up pieces of hard card board.

"April fool for me," she thought. Then she drank here coffee without the pie.

Which students of the English cooking classes baked the pie? Anyway, it was a good April Fool!

ADULT ENGLISH OUTLOOK

Published Monthly
Adult English Department
Manzanar, California

Edited by Mrs. Elizabeth Nishikawa,
Adult English Supervisor

Vol. I April, 1945 No. 1

WHY I STUDY ENGLISH

I want to live in America my whole life and I must speak English in this country. Besides, I want to be able to read books or newspapers and to write letters.

A long time ago my friends were going to school in San Francisco for five or six years. They speak English very well.

I think if I go to school two or three years more, maybe I will be able to speak well and write too.

Kashichi Nakaji

IMPORTANT NOTICE

This is the first issue of our paper. We hope that all the students enjoyed reading it. We would like to have many students write for this paper. Short compositions, news of interest on world issues, events taking place in Manzanar, and personal news are welcome.

The next issue will be off the press in May. Bring your contributions to the Adult English Office 16-1-1 in the afternoons.

PERSONAL NEWS

The members of the Advanced Basic Class rejoice with Mrs. Toda over the graduation of her daughter from the University of Maryland on December 22nd.

When Mitsuye was in Manzanar, she worked in the Education Office. She left for Maryland in May, 1943. What we are so proud of is that in the short time she was there she came out second in the first honor group. She is now employed at the University in President Byrd's office.

Koto Shimizu
(Miss Knipp's Class)

Mrs. Tsune Saito went to Heart Mountain to attend her relative's funeral. She is back from her three week's trip, and is now planning to visit Los Angeles very soon.

Miss Tomiko Minamiki, one of our teachers, has gone to Los Angeles for a visit.

May she enjoy her trip and bring back interesting news of conditions on the outside.

Among our students, Mrs. Chikano Tsuchiya, of 11-4-5 and Mrs. Chiyo Fujii, of 20-4-5 are also visiting Los Angeles.

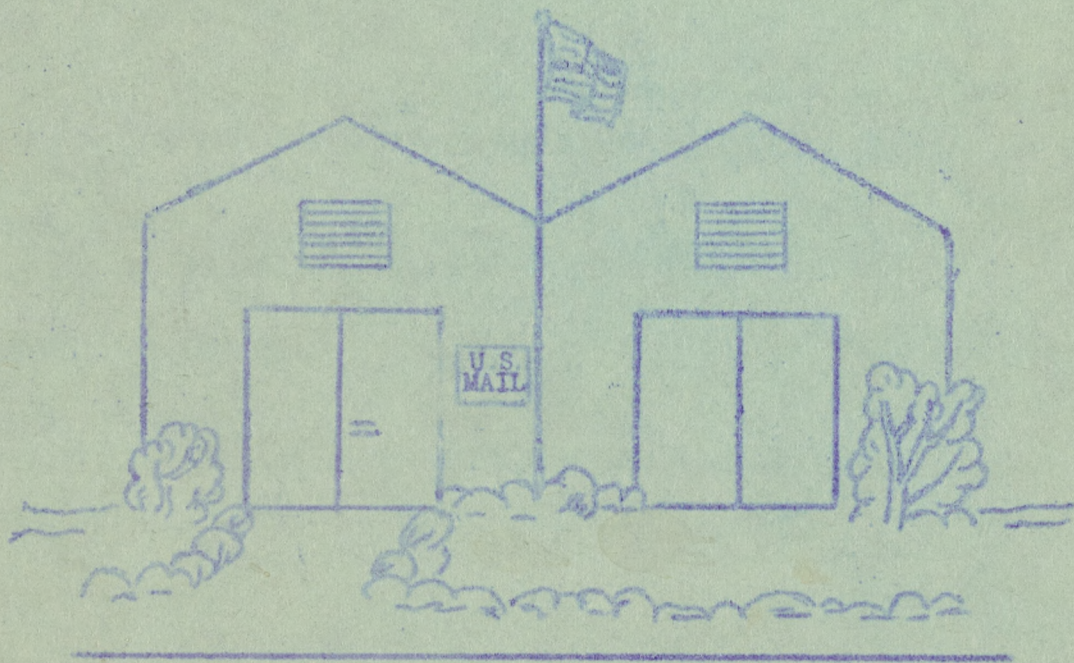
Mrs. Miyono Takaki of 29-7-2, who was one of our students, returned to her former home in Los Angeles with her family.

Education 232
Trayne, J. H.
8.16

THE MANZANAR POST OFFICE

A UNIT ON CONVERSATIONAL ENGLISH

MANZANAR ADULT ENGLISH CLASSES



Revised from Adult English Lesson, B203 - Oakland Schools

LESSON I

GETTING A MONEY ORDER

Part I

(Mrs. Watanabe and Mrs. Tanaka meet on the corner by the Victory Gardens. Mrs. Watanabe is walking toward the Administration going to the Post Office.)

Mrs. Watanabe: Good afternoon, Mrs. Tanaka.

Mrs. Tanaka: Hello, how are you and your family?

Mrs. Watanabe: Just fine, thank you. I am sending a letter to my daughter, June in Chicago. She needs some money for her college fees.

Mrs. Tanaka: I am glad to hear June is going to college. She is a bright girl.

Mrs. Watanabe: I want to send her thirty dollars. How can I send it?

Mrs. Tanaka: You can send \$30.00 in a letter if the money is in bills.

Mrs. Watanabe: Is it safe to send money in a letter?

Mrs. Tanaka: No, it is not very safe. You should send a money order.

Mrs. Watanabe: Where do I get a money order?

Mrs. Tanaka: You can get a money order at the Manzanar Post Office. It is the building next to Town Hall.

Mrs. Watanabe: Thank you. That is what I will do. I am glad to have seen you, Mrs. Tanaka. Give my regards to your family. Goodbye.

Mrs. Tanaka: Goodbye.

Part II

(Mrs. Watanabe has walked down to the Manzanar Post Office. She wa
to the window where she sees "Money Orders Here.")

Clerk: Hello. What can I do for you?

Mrs. Watanabe: Hello. I want to send a money order.

Clerk: Where do you want to send this money order?

Mrs. Watanabe: I want to send \$30.00 to my daughter Junko in Chicago.

Clerk: Will you please fill out this blank? You will find
pen and ink on the desk.

Mrs. Watanabe: Thank you.

(She fills out the money order blank and returns to the clerk at the
window. The clerk then makes out the money order. He gives it to
Mrs. Watanabe.)

Clerk: Put this money order in your letter to your daughter.
It will be \$30.15, please.

Mrs. Watanabe: What is the 15¢ for?

Clerk: That is the charge for the money order. You keep the
receipt. The receipt is this part here. If the letter
gets lost you have your receipt to show the post office
and your money will be refunded.

Mrs. Watanabe: Oh, I see. What will my daughter do with the money
order when she receives it?

Clerk: She must take it to the Post Office in Chicago. The
Post Office will give her \$30.00 for her money order.

Mrs. Watanabe: Yes, I understand. Thank you.

LESSON II

REGISTERED LETTER

Mr. Kimura: My daughter has relocated to Cleveland, Ohio. I want to send her \$20.00 for her birthday. Must I send a money order?

Mr. Yamada: It is not necessary to send a money order. You may send a twenty-dollar bill.

Mr. Kimura: Is it safe to send a bill in a letter?

Mr. Yamada: If you send bills the letter should be registered. Then it is safe.

Mr. Kimura: How can I have the letter registered?

Mr. Yamada: You must have it registered at the post office.

(Mr. Kimura went to the post office. He went to the registry window.)

Mr. Kimura: Please register this letter for me.

Clerk: Ten cents, please.

Mr. Kimura: What is the ten cents for?

Clerk: It is for the registry stamp.

Mr. Kimura: Must my daughter go to the post office in Cleveland to get the letter?

Clerk: No, it is not necessary for her to go to the post office. The letter will be delivered to the address on the envelope.

Mr. Kimura: Oh, I see. Thank you.

(The clerk put a stamp on the letter. She gave Mr. Kimura a receipt.)

LESSON III

SPECIAL DELIVERY LETTER

- Mr. Murata: I have my travel permit to visit my daughter in Salt Lake City day after tomorrow.
- Mr. Nakano: Does she know you're coming?
- Mr. Murata: No, she doesn't know I'm coming. A letter won't reach her in time.
- Mr. Nakano: You can send her a special delivery letter.
- Mr. Murata: Will a special delivery letter reach her sooner than the regular mail?
- Mr. Nakano: Yes, it will be delivered as soon as it reaches Salt Lake City.
- Mr. Murata: How can I send a special deliver letter?
- Mr. Nakano: You can get a special delivery stamp at any post office. Put the stamp on the envelope beside the regular stamp.
- Mr. Murata: Thank you. I'll do that.

Part II

(It was midnight. Miss Murata was asleep. The doorbell woke her up. She put on a dressing gown and went to the door.)

- Messenger: A special delivery letter for Miss Murata.
- Miss Murata: I'm Miss Murata.
- Messenger: Sign your name on this card, please.
- Miss Murata: Is there any charge?

Messenger:

No, there's no charge. Here's your letter.

Miss Murata:

Thank you. I am glad to get this letter from my father in Manzanar.

LESSON IV

INSURED PACKAGE

- Mrs. Nakamura: I bought this glass vase to send to my sister who has relocated to Des Moines, Iowa.
- Mr. Nakamura: That will be a lovely present for her. I'm sure she'll like it.
- Mrs. Nakamura: How shall we pack it?
- Mr. Nakamura: We must pack it carefully. We don't want it to get broken.
- Mrs. Nakamura: Is this box all right?
- Mr. Nakamura: What kind of box is it?
- Mrs. Nakamura: It is a cardboard box.
- Mr. Nakamura: A wooden box would be better. Have you one?
- Mrs. Nakamura: I can get a box from the Mess Hall.
- Mr. Nakamura: All right. Now we'll pack the vase carefully with newspapers.
- Mrs. Nakamura: What shall we write on the outside of the box?
- Mr. Nakamura: We must write your sister's name and address plainly.
- Mrs. Nakamura: Is that all?
- Mr. Nakamura: No. We must also write our name and address in the corner.
- Mrs. Nakamura: How shall I send the box?

Mr. Nakamura: Send it by parcel post.

(At the parcel post window in the post office.)

Mrs. Nakamura: I want to send this box by parcel post.

Clerk: What is in the Box?

Mrs. Nakamura: I have a vase inside the box.

Clerk: Is there any writing in the box?

Mrs. Nakamura: No.

Clerk: Do you wish to insure it?

Mrs. Nakamura: Yes, please insure it.

Clerk: What is the value of the package?

Mrs. Nakamura: It is worth \$5.00.

Clerk: 43¢ please. Here is your receipt for the insurance.

LESSON V

COLLECTING DAMAGES

- Mrs. Hori: I received a package from my sister this morning. It contained a beautiful glass vase.
- Mrs. Nishi: That's a lovely present.
- Mrs. Hori: Yes, but the vase was broken. Do you think the post office department will pay for it?
- Mrs. Nishi: Was the package insured?
- Mrs. Hori: Yes, my sister insured it. It came from Manzanar.
- Mrs. Nishi: You must take the broken vase to the post office.
- Mrs. Hori: Then what shall I do?
- Mrs. Nishi: They will give you a blank to fill out.
- Mrs. Hori: What shall I do with the blank?
- Mrs. Nishi: You must return it to the post office. They will send it to your sister. She must fill it out also.
- Mrs. Hori: What must she write on the blank?
- Mrs. Nishi: She must give the value of the vase. She must also give the name of the store where she bought the vase.
- Mrs. Hori: Then will the post office pay the cost of the vase?
- Mrs. Nishi: The post office will make an investigation. If they find that the statements are true, they will pay for the vase.

LESSON VI

AIR MAIL

Mr. Kishi: I want to send a letter to New York. It is a very important letter. I'm afraid that it won't get there soon enough.

Mr. Kato: Why don't you send it by air mail?

Mr. Kishi: Isn't that more expensive?

Mr. Kato: Yes, but it isn't very expensive. Besides, it will get your letter there the day after it's mailed.

Mr. Kishi: I think that's what I'll do. How shall I send a letter by air mail?

Mr. Kato: You must go to the post office and ask for an air mail stamp. The clerk will sell you one. You must put it on your letter.

(Mr. Kishi went to the post office. He went to the clerk at the stamp window.)

Clerk: May I help you?

Mr. Kishi: Yes, I want an air mail stamp.

Clerk: Here is an air mail stamp.

Mr. Kishi: How much is an air mail stamp?

Clerk: That is eight cents.

Mr. Kishi: Must I put a regular stamp on it too?

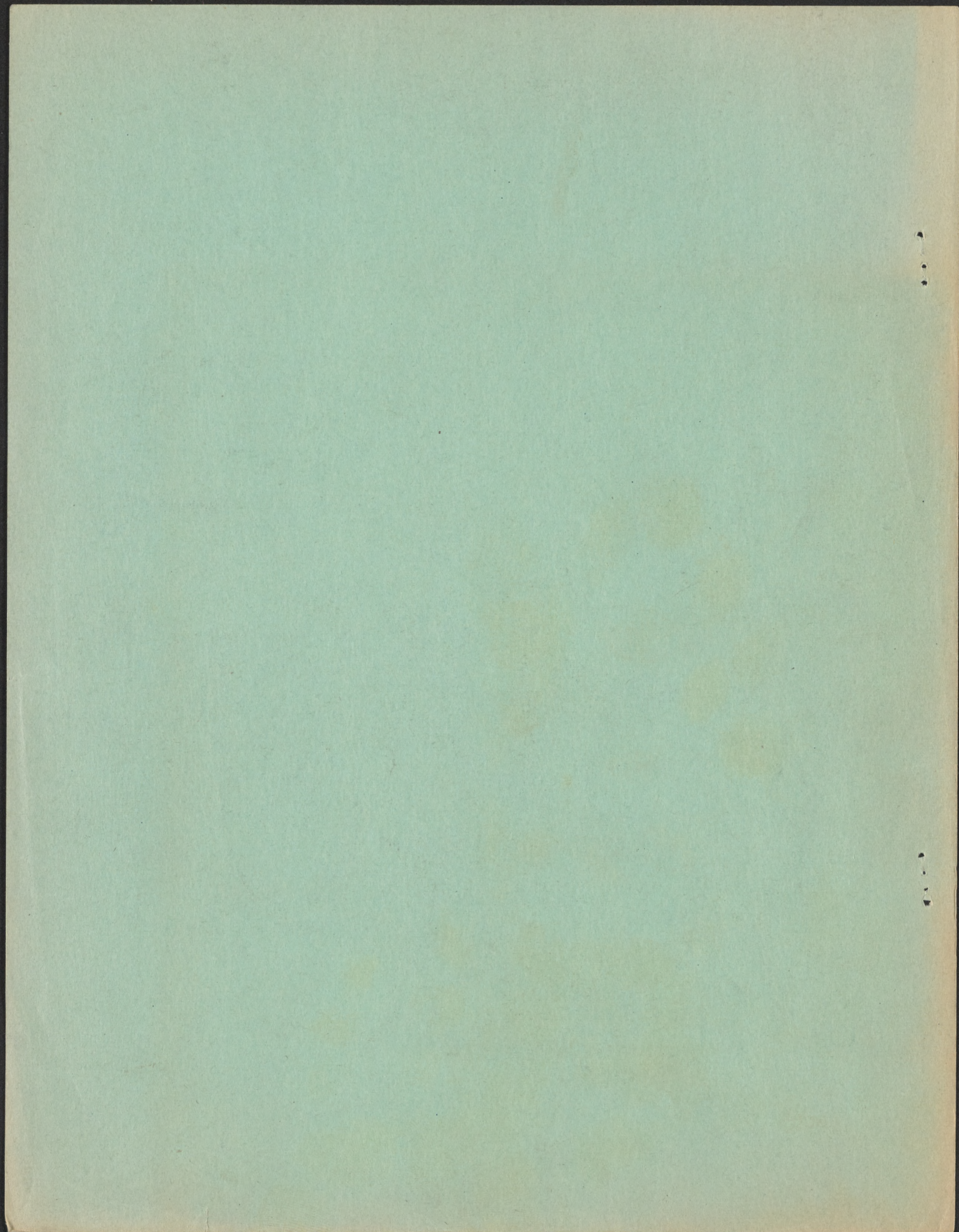
Clerk: No, the air mail stamp is enough.

Mr. Kishi: Where shall I mail it?

Clerk: You must put it in the slot that says "Air mail."

Mr. Kishi: Thank you.

Clerk: You're welcome.



A WEEK IN OUR BLOCK

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	(7)	(8)	(9)	(10)	(11)	(12)
(13)	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

*1-2 Sweep
carp floor -*

A beginning conversational unit prepared
for Manzanar Adult English Classes

by Genevieve W. Carter and
Elizabeth Nishikawa

LESSON 1

Monday in our Block

(Mrs. Hayashi and Mrs. Sato meet in the laundry room.)

Mrs. Hayashi: Good morning.

Mrs. Sato: Good morning.

Mrs. Hayashi: Do you have a big washing to do?

Mrs. Sato: Yes, I have a big washing this morning.

Mrs. Hayashi: We like to wash on Mondays. As we wash, we talk about the Manzanar news.

Mrs. Sato: I like to hear the news, too.

LESSON 2

Tuesday in our block

(The Tani family is going to New York City. The neighbors stand in front of their apartment to tell them goodbye.)

Mrs. Tani: Goodbye, friends. Thank you for all you have done for us.

1st Neighbor: Goodbye. We shall miss you.

2nd Neighbor: Goodbye. Here is something for you. I hope you will like it.

3rd Neighbor: Goodbye, Mrs. Tani. Everyone in the Block will miss you.

Mrs. Tani: Here is the car for us now. Thank you for all your kindnesses. Goodbye.

LESSON 3

Wednesday in our Block

(Mr. Maeda and Mr. Hashimoto meet in the middle of the block.)

Mr. Maeda: Good evening.

Mr. Hashimoto: Good evening.

Mr. Maeda: The Block Manager called a fire drill. Are you going?

Mr. Hashimoto: Yes, we should all go to the fire drill.

Mr. Maeda: Where will we meet to receive our orders?

Mr. Hashimoto: In back of our mess hall.

Mr. Maeda: I'll be there.

Mr. Hashimoto: I'll see you later.

LESSON 4

Thursday in our Block

(Our neighbor, Mrs. Tanaka, is sick. The block friends help her.)

Mrs. Watanabe: Mrs. Tanaka is sick today. There is no one to take care of her baby.

Mrs. Yamamoto: We must help her.

Mrs. Watanabe: I will take the baby to my apartment.

Mrs. Yamamoto: I will cook some soup for her. I can stay with her if she needs me.

Mrs. Watanabe: Shall we go and see what we can do for her?

Mrs. Yamamoto: Yes, let's go.

LESSON 5

Friday in our Block

(Mr. Ando and Mr. Uyeda meet on their way to the Block 8 ironing room.)

Mr. Ando: Good afternoon.

Mr. Uyeda: Good afternoon.

Mr. Ando: I am going to the Co-op to buy fish.

Mr. Uyeda: I am going, too.

Mr. Ando: My wife fixes fish the way I like it at home.

Mr. Uyeda: So does my wife. We eat fish at home almost every Friday.

Mr. Ando: It is good for the family to eat together at home, isn't it?

Mr. Uyeda: Yes, it is.

LESSON 6

Saturday in our Block

(Masako and Haruko are invited to the wedding of their friend.)

Masako: Are you ready to go?

Haruko: Yes, let's go.

Masako: Will the bride wear a white satin gown?

Haruko: Oh, yes. She ordered a white satin gown and a long veil from Los Angeles. They are beautiful.

Masako: She will wear a kimono at the reception. I like weddings, don't you?

Haruko: Yes, I do. I think weddings are the most exciting things in Manzanar.

LESSON 7

Sunday in our Block

(Hideo and Takashi meet in front of the Christian Church for the 10:00 o'clock service.)

Hideo: Is it time to go in now?

Takashi: Yes, it is almost 10:00 o'clock.

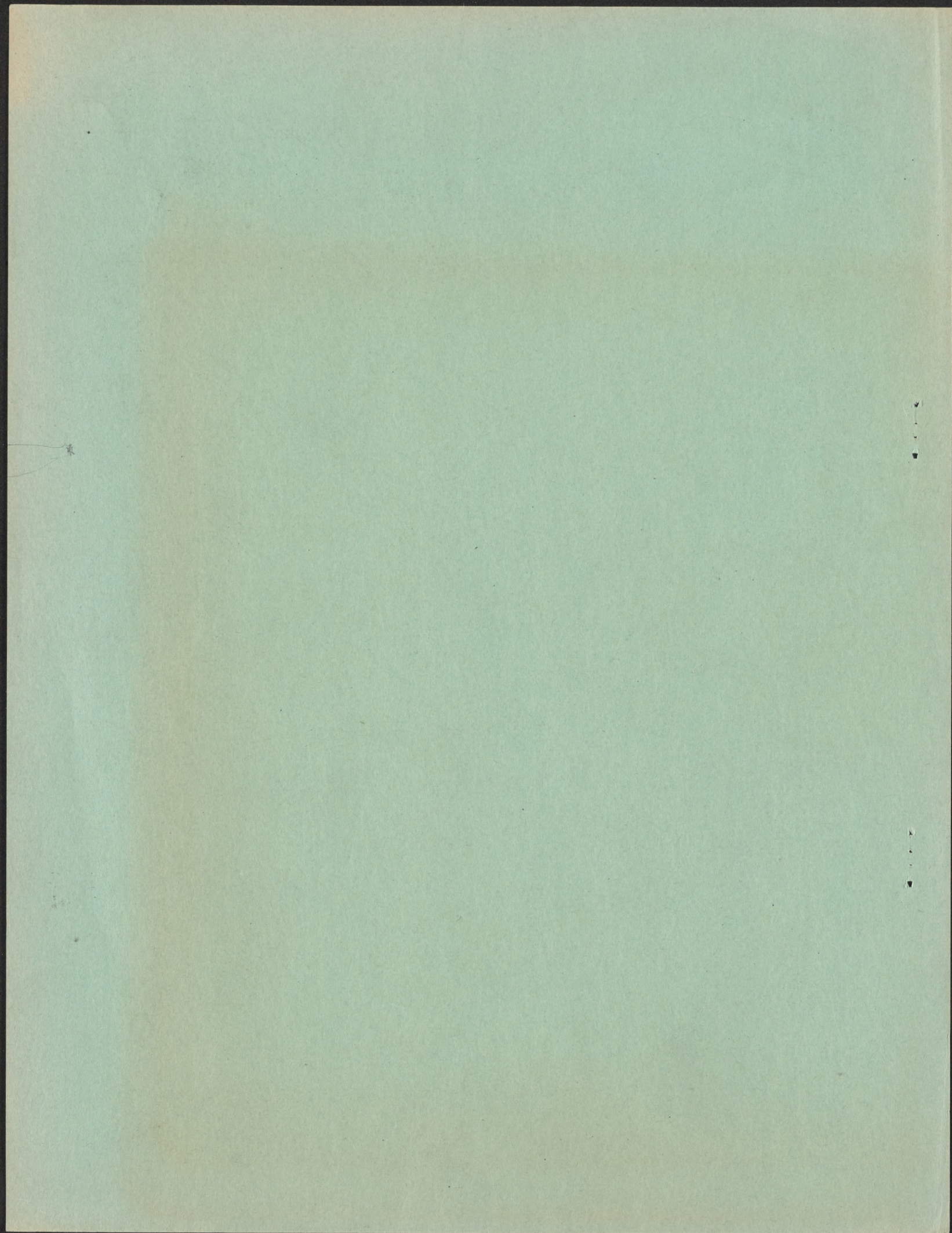
Hideo: There is a big crowd this morning, isn't there?

Takashi: Yes, there is. Many have come to hear the speaker from Los Angeles.

Hideo: What is he going to talk about?

Takashi: The speaker will talk of his experiences in China and India.

Hideo: That should be interesting. Let's go in now.



NAME:

DATE:

May 20, 1942.

BEGINNER'S CLASS

LESSON 2

I. is, are

1. This class _____ happy.
2. My house _____ there.
3. We _____ home.
4. _____ my family happy?
5. It _____ there.
6. Our family _____ safe.
7. _____ we safe?
8. This _____ my house.

a. is:

b. are:

II. A Clean Home

keeps	good	eat	have
clean	health	helps	
food	clothes	make	

1. My family keeps our home clean. _____
2. We keep our clothes clean. _____
3. We eat clean food. _____
4. We have good health. _____
5. A clean home helps make a safe home. _____
6. What helps make a clean home? _____

III. We Sleep

sleeps	hours	bedrooms	air	in
eight	rooms	good	health	

1. My family sleeps eight hours. _____
2. We have air in our bedrooms. _____
3. We have clean beds. _____
4. We sleep in clean rooms. _____
5. Good sleep helps keep our family in good health. _____
6. What does good sleep do? _____

NAME:

DATE:

May 25th, 1942.

BEGINNER'S CLASS

GRAMMAR RULE 1

CONJUGATION OF VERB

PRESENT TENSE

I. to be

SINGULAR:

First Person:	I am	Am I?	I am not	Am I not?
Second Person:	You are	Are you?	You are not	Are you not?
Third Person:	He is	Is he?	He is not	Is he not?
	She is	Is she?	She is not	Is she not?
	It is	Is it?	It is not	Is it not?

PLURAL:

First Person:	We are	Are we?	We are not	Are we not?
Second Person:	You are	Are you?	You are not	Are you not?
Third Person:	They are	Are they?	They are not	Are they not?

II. to see

SINGULAR:

I see	Do I see?	I do not see	Do I not see?
You see	Do you see?	You do not see	Do you not see?
He sees	Does he see?	He does not see	Does he not see?
She sees	Does she see?	She does not see	Does she not see?
It sees	Does it see?	It does not see	Does it not see?

PLURAL:

We see	Do we see?	We do not see	Do we not see?
You see	Do you see?	You do not see	Do you not see?
They see	Do they see?	They do not see	Do they not see?

Intermediate

Name

Date *May 20, 1942.*

KEY TO PRONOUNCIATION

ā as in āle

ǎ as in senāte

â as in âir

ǎ as in ǎm

ä as in ärm

a as in final

a as in all

à as in àsk

ē as in ēve

ē as in ēvent

ě as in ěnd

ě as in ěr

e as in novel

ī as in īce

ī as in īdea

ǐ as in ǐll

ō as in ōld

ō as in ōbey

ô as in ôrb

ǒ as in ǒdd

ū as in ūse

ū as in ūnite

ų as in rųde

ų as in full

ŭ as in ŭp

û as in ûrn

ȳ as in pity

ȳ as in fly

ō as in fōd

ō as in fōt

n as in bank

s as in so

ş as in haş

ç as in çell

c as in cat

ou as in out

oi as in oil

z as in zone

ą (=ǒ) as in what

ē (=ā) as in obey

ĩ (=ě) as in bĩrd

o (=ō) as in do

g (=j) as in gem

th as in thin

th as in that

o (=ō or u) as in wolf

ó (=ŭ) as in sòn

ȳ (=ě) as in mȳrtle

May 22, 1942.

NAME:

DATE:

Intermediate
~~ADVANCED~~ CLASS

LESSON 3

I. SPELLING:

- | | |
|--------------------|------------------------|
| 1. bulletin _____ | 9. magazine _____ |
| 2. kitchen _____ | 10. extension _____ |
| 3. library _____ | 11. neighbor _____ |
| 4. telephone _____ | 12. building _____ |
| 5. hospital _____ | 13. registration _____ |
| 6. warehouse _____ | 14. canteen _____ |
| 7. sentry _____ | 15. personnel _____ |
| 8. nursery _____ | |

II. READING:

All of our family works everyday. We trade at the canteen for things which are needed in the home. In the use of the stove, we are very careful. By being careful, we help to prevent fire. We do not use cheap extension cords for ironing. Also we do not hang wet clothes on extension cords. My family is careful at home. Some of our neighbors are not careful. Because they are not careful, bad things happen. We want our home to be safe. We obey rules of safety. Our home motto is:

"BE SAFE AND BE HAPPY."

NAME:

*Intermediate*DATE: *May 22, 1942.*

ADVANCED CLASS

LESSON 4

I. GRAMMAR---Rules for the formation of plurals.

1. PLURALS in -s or -es.

- a. Most nouns form the plural by adding s to the singular: boys, trees, seas,
bells, cups.
- b. But nouns ending in a sibilant sound:
(s, sh, x, z) add es to form the plural:
kisses, horses, fences, axes, quizzes.

2. PLURAL of words in -y.

- a. Nouns ending in -y preceded by a consonant change the y to i and add es to form the plural: flies, cries, skies, studies,
ladies, mercies, armies, pities.
- b. Nouns ending in -y preceded by a vowel, usually retain the y and add s for the plural: days, keys, plays, joys, quays,
monkeys.

3. PLURAL of words in -o

- a. Nouns ending in o preceded by a vowel add s to form the plural: cameos, folios.
- b. Nouns ending in o preceded by a consonant add s or es.
 - (1) The following form the plural by adding es: echo, hero, no, potato,
tomato, cargo, mosquito, negro.
 - (2) Most other words of this class add s:
canto, dynamo, halo, memento, quarto,
piano, solo.

4. IRREGULAR PLURALS.

- a. Traces of the Old English irregular declensions survive in the irregular plurals oxen,
children, brethren, geese, feet, mice, men,
women, sheep, deer, swine, trout.

LESSON 4 (cont'd)

5. PLURALS of foreign words. Many words derived from foreign languages retain the plural of the language from which they were borrowed. Many words of this class have been partly naturalized and have a second (anglicized) plural. The present tendency is to anglicize the plural of foreign nouns.

alumna: alumnae (feminine)
alumnus: alumni (masculine)
radius: radii or radiuses
focus: foci or focuses
cherub: cherubin or cherubs
seraph: seraphim or seraphs
basis: bases
hypothesis: hypotheses
gladiolus: gladioli or gladioluses
crisis: crises
beau: beaux or beaus
tableau: tableaux or tableaus
formula: formulae or formulas
datum: data

6. PLURAL of compounds. A compound noun form the plural by adding s or es to the important word in the compound: sons-in-law, courts-martial, bystanders, passers-by.

- b. But if the component elements are so closely joined as to be felt as a simple word, the suffix is added to the end of the word: cupfuls, handfuls.
- c. In a few words both elements are pluralized: men-servants, women-servants.

NAME:

DATE: May 22, 1942.

Intermediate +

ADVANCED ~~II~~ CLASS

LESSON 1

I. GRAMMAR:

Learn to distinguish readily between sentence and phrase, sentence and clause, and between an independent and a dependent clause.

1. Sentence is a group of words containing a complete and independent predication. A combination of a word or group of words that names something (a subject) and a word or group of words asserting something about the thing named (a predicate) is called a predication.
 - a. Every sentence must express a predication, must name something and assert something about the thing named.
 - b. This predication must be self-contained--- it must not depend on any words outside of itself.
 - c. The predicate must include a verb capable of making a complete and independent assertion; that is, a finite verb.
 - (1) A finite verb form must be carefully distinguished from a verbal, a non-finite verb form which cannot predicate independently or completely.

LESSON 1 (cont'd)

(2) Verbals are of several kinds.

(a) A verbal noun (gerund or infinitive) is a word derived from a verb but used as a noun.

(b) A verbal adjective (participle) is a word derived from a verb but used as an adjective.

EXERCISE A. Copy each of the following sentences, underscoring the simple subject once, the simple predicate twice.

We have fresh eggs and fresh fruits.

1. The royal throne was placed opposite the door leading into the courtyard.
2. Have you seen him today?
3. To run without stopping requires good lungs.
4. Running water is purer than stagnant water.
5. While watching a large lamp swinging in the dome of the cathedral at Pisa, Galileo observed that, regardless of the length of the oscillation, the time did not vary.

EXERCISE B. Copy the sentences in Exercise A and underscore the complete subject once and the complete predicate twice.

We have fresh eggs and fresh fruits.