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WAR RELOCATION AUTHORITY

Central Utah Project

Topaz, Utah

*B. Brown*  
*Adams*  
*Legation*  
IN REPLY, PLEASE REFER TO:

Adult Education

May 19, 1943

Mr. Ralph P. Merritt, Project Director  
Manzanar Relocation Center  
Manzanar, California

Dear Sir:

You will find enclosed a booklet in which we have described our Adult Education Program.

We have benefited by the many suggestions which we have received from other Centers. If you have any outlines or other materials that you believe would be of value to us, we would appreciate receiving them.

Sincerely yours,

*Charles F. Ernst*

CHARLES F. ERNST  
Project Director

Enclosure

18741









C O P Y

WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT

November 25, 1943

Dr. Laverne C. Bane  
Chief, Adult Education Dept.

Dear Dr. Bane:

I just came home after I had my grand meal of Thanksgiving day dinner. I, we are grateful indeed for the administration which provides us such luxurious meals, when the whole world is right amid of trouble at this moment. Millions and billions of people of the world never could have even imagined to have such meals at this Thanksgiving day, indeed.

Thank God. Thanks to our Administration.

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Thinking in mind only does not do any good--so I thought it to materialize for the benefit of residents even a little amount if I can, and I started to write to you, expressing my ideas.

(A) One is -- (Art School should be moved to center of this Topaz City.)

(B) One is -- (We should establish a museum in Topaz.)

I will start from (A).

At present the place where our Art School is situated is very inconvenient for general public to attend classes and we earnestly wish that we will be allowed to move into some other rec. hall in the center where high school ground is now.

Generally, children do not like to stay inside of the house--when it rains or snows they like to play with it, making themselves soaking wet,--when sunny weather no matter how hot it may be, they like to play outside of the house. If they are forced to get in the recreation hall and play they will feel it as a jail. Probably, they go inside of the house, but a very few boys conquer the whole space and



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the rest has to watch.

If evening performances like dances, show, or boy scouts gathering will be held in one of the recreation halls, they do not mind to walk miles for it without feeling pains. If recreation hall is to be occupied by older people who play all day checkers, shogi, or goh games, it will liable to make the place the next of rumors, and it will be only wasting time, wasting their energies.

Then what is the use, I wonder, to give the best locations to the least needful groups of our residents. Institutions like Art School should be, to my idea, placed right in the center as a Topaz pride--so all the residents can get benefit of it equally.

We wish, is there anyway so we can move our Art School to the center of the camps for the good of this residents--young and old.

To have a small 1/3rd rec. hall as extension school does more harm than good to certain extent, I think.

To my idea, to have one solid Art School in the center of the City, is better than several scattered extension schools all over the camps. Please arrange someday, so we can move in somewhere in the center--so Art School can bloom beautifully, and the ones who get benefit of it are those who live in this Center.

Next, (B); Subject - Museum

Thousands of people in this Center are longing to visit a place like a museum where there is no relation with religious ring. Those people whether they are Christians or Buddhists do not make difference. They like to go somewhere where they donnot to worship or pray and simply admire something of beauty.

Some people have no place to go in theevenings or Sundays or in leisure times. Therefore, if there is a museum in this Center, lots of people will visit all days and evenings. We can hang pictures, changing every two or three weeks and also display various crafts made by residents of Topaz, and also various interesting articles can be shown there. Every Saturday night or Sunday afternoon, we can have concert or interesting lecture or lessons of American culture and so on---various performances can be fixed in the museum.



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Even when water remains still, it will be rotten. The minds of residents should be kept busy and moving and running all the time. In this respect, the Adult Education Department is doing splendid work.

I have noticed so many women work hard in the kitchen and then hurry to finish their work and run for sewing school or flower arrangement schools, or some schools to learn something. But those who have nothing to learn and have no ambitions gather in boiler room or washing room's corner and gossip or play checkers whenever they have any leisure time during day or evening.

"Ordinary people", a Chinese proverb says, "does immorality when alone in leisure". It is true to certain extent.

If there will be no other Adult Education system in this Center, there are thousands of women who do not need to cook, or not much of housework--they are liable to become all immoral with men who also have nothing to do but to gossip or war talk in demagogue. Whole camp go rotten and their boys and daughters get bad influences from their parents. Suppose all these nisei boys and daughters from the influences of their parents go bad in morality and scatter all over the United States of America, it is something like dangerous pests among human society.

Therefore, I see the necessity of Adult Education is not only for the residents themselves but for all American larger, in reality. It is not only Japanese-American citizens, but concerns Americans directly, sooner or later,

To my opinion, the museum can do whole lots of good to this Center--not only to the residents of Topaz--but to America itself indirectly. I know, if I am not estimating myself too much, how to run museum, and how to talk about paintings and all art works, I wish earnestly the administration will allow us to have a museum at this Center for the benefit of this residents directly and general American Society indirectly.

The fruit of it cannot be observed immediately, but all education is the same. The result will come later. A man sits down on an arm chair and thinks. Then he produces a world famous Golden Gate Bridge. I have heard, "Always busy man accomplishes a little. he who does a great work has plenty of leisure".



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As to myself, I think I can better serve to the residents and the United States indirectly at this moment to remain here than going out to work in sugar beets field. I shall sit down on a home made chair and think what is the good for the residents and all.

I did, this is the result. Now I am appealing to you on the day of Thanksgiving Day, after I had a magnificent dinner at a peaceful table.

Sincerely yours,

Signed: M. Hibi



ADULT EDUCATION DEPARTMENT  
8 - 7 - E

SUMMER PROGRAM  
June - July - August, 1944

COURSE	DAY	PLACE	TIME	INSTRUCTOR
<u>ART SCHOOL</u>				
Oil Painting	MTh	Rec. 7	1:00-5:00 P.M.	M. Hibi
&	TThF	Rec. 7	7:00-10:00 P.M.	" "
Drawing	Sa	Rec. 7	2:00-5:00 P.M.	" "
Oil Painting,	TTh	Rec. 7	8:00-12:00 A.M.	T. Tsuzuki
Water Color,	SaSu	Rec. 38	1:00-5:00 P.M.	" "
Pen Drawing in	W	Rec. 38	7:00-10:00 P.M.	" "
Landscape & Still	Su	Rec. 38	8:00-12:00 A.M.	" "
Life				
Figure Portrait	M	Rec. 38	7:00-10:00 P.M.	F. Taira
&	TTh	Rec. 38	7:00-10:00 P.M.	" "
Quick Sketches	WF	Rec. 38	1:00-5:00 P.M.	" "
	Sa	Rec. 38	8:00-12:00 A.M.	" "
Water Color -	MWF	Rec. 7	1:00-5:00 P.M.	C. Kawakami
Japanese Style	TThSa	Rec. 38	1:00-5:00 P.M.	" "
Leathercraft	MTSa	Rec. 7	2:00-5:00 P.M.	C. Shibaki
"	SaF	Rec. 38	6:30-9:30 P.M.	" "
"	Th	Rec. 7	6:30-9:30 P.M.	" "
<u>BASIC ENGLISH</u>				
Elementary	MWF	8-7-D	8:30-10:30 A.M.	M. Orite
Elementary	TThSa	41-7-D	2:00-4:00 P.M.	M. Fujita
Elementary	MWF	32-6-EF	7:00-9:00 P.M.	M. Fujita
Low Intermediate	TThSa	8-7-D	1:30-3:30 P.M.	M. Orite
Low Intermediate	MWF	41-7-C	8:45-10:45 A.M.	M. Fujita
Intermediate I	MWF	8-7-D	8:30-10:30 A.M.	M. Orite
Intermediate I	MWF	41-7-D	8:30-10:30 A.M.	M. Ito
Intermediate I	MWF	32-4-C	7:00-9:00 P.M.	K. Nakabayashi
Intermediate II	TThSa	32-4-C	7:00-9:00 P.M.	K. Nakabayashi
Intermediate II	TThSa	41-7-D	8:30-10:30 A.M.	M. Ito
Intermediate II	TTh	32-2-AB	6:30-9:00 P.M.	M. Ito
Conversational	M-F	Rec. 23	2:00-4:00 P.M.	I. Ishikawa
English	MTTh	40-7-C	6:45-8:45 P.M.	" "
<u>EVENING SCHOOL</u>				
Geography for	Tue	D.H. 9	7:00-9:00 P.M.	T. Asaeda
Relocation	Wed	D.H. 13	7:00-9:00 P.M.	" "
	Thu	D.H. 30	7:00-9:00 P.M.	" "
	Fri	D.H. 34	7:00-9:00 P.M.	" "
Japanese Language-				
Elementary	MWF	32-2-EF	6:30-8:30 P.M.	T. Saiki
Intermediate	MTTh	32-2-EF	6:30-8:30 P.M.	" "
Advanced	MWTh	32-3-CD	6:30-8:30 P.M.	T. Morozumi
Flower Making	MWSa	Rec. 36	1:00-4:30 P.M.	A. Koga
" "	Sa	Rec. 36	7:00-9:00 P.M.	" "
" "	MTWThF	Rec. 20	1:00-4:00 P.M.	K. Hashimoto
" "	MTh	Rec. 20	6:30-10:00 P.M.	" "
<u>FLOWER ARRANGEMENT</u>				
Ike-no-bo	MW	Rec. 20	8:30-11:30 A.M.	K. Mizuta
" " "	MW	Rec. 20	1:00-4:00 P.M.	" "
" " "	TTh	41-7-EF	8:30-11:30 A.M.	" "
" " "	TTh	41-7-EF	7:00-10:00 P.M.	" "
Enshu-ryu	MTWTSa	Rec. 40	1:30-4:30 P.M.	Y. Yasui
" "	TThSa	Rec. 40	9:00-11:30 A.M.	" "
" "	Th	Rec. 40	8:00-10:00 P.M.	" "



COURSE	DAY	PLACE	TIME	INSTRUCTOR
<u>SEWING SCHOOL</u>				
Tailoring	MF	Rec. 5	9:00-11:30 A.M.	
"	Tue	Rec. 35	2:00-4:30 P.M.	H. Suzuki
"	Wed	Rec. 23	9:00-11:30 A.M.	&
"	Wed	Rec. 5	2:00-4:30 P.M.	A. Nakahara
"	Thu	Rec. 35	9:00-11:30 A.M.	
"	Sat	Rec. 23	2:00-4:30 P.M.	
Children's Wear	MW	Rec. 35	9:00-11:30 A.M.	
"	Tue	Rec. 5	9:00-11:30 A.M.	H. Shimizu
"	Tue	Rec. 23	2:00-4:30 P.M.	&
"	ThS	Rec. 5	2:00-4:30 P.M.	M. Isoye
"	Fri	Rec. 23	9:00-11:30 A.M.	
Drafting & Sewing	Mon	Rec. 23	9:00-11:30 A.M.	
" " "	TuF	Rec. 35	9:00-11:30 A.M.	T. Katagihara
" " "	Tue	Rec. 5	2:00-4:30 P.M.	&
" " "	Wed	Rec. 23	2:00-4:30 P.M.	M. Sakuda
" " "	Thu	Rec. 5	9:00-11:30 A.M.	
" " "	Sat	Rec. 35	2:00-4:30 P.M.	
Drafting & Sewing	MF	Rec. 35	7:00-9:00 P.M.	
" " "	Tue	Rec. 23	9:00-11:30 A.M.	H. Harada
" " "	Wed	Rec. 5	9:00-11:30 A.M.	&
" " "	WTh	Rec. 35	2:00-4:30 P.M.	S. Harada

NEEDLECRAFT SCHOOL

Knitting, crocheting	MTWTh	41-7-C	2:00-4:30 P.M.	F. Kondo
"	Mon	Rec. 5	2:00-4:30 P.M.	T. Tokunaga
"	MTh	Rec. 35	7:00-9:00 P.M.	" "
"	Wed	Rec. 35	9:00-11:30 A.M.	" "
"	Thu	Rec. 23	2:00-4:30 P.M.	" "
"	Sat	Rec. 5	9:00-11:30 A.M.	" "

MUSIC SCHOOL

Piano and violin lessons - Inquire at 1-6-F - Mrs. Y. Oishi, Supv.

\*Basic English

Speech Improvement TTh 32-3-AB 7:00-9:00 P.M. E. Henderson



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

MINUTES

ADULT EDUCATION MEETING  
In Mr. Sanford's Office  
September 22, 1944  
9:30 A.M.

ATTENDANCE:	Dr. Bane	Mrs. Inukai
	Dr. Van Buskirk	Mrs. Nagata
	Mr. Sanford	Miss Ito
	Mr. Pratt	Mrs. Tadajima
	Mr. L.T. Hoffman	Mrs. Fujita
	Mr. Carmichael	Mrs. Ishikawa

Dr. Bane presided.

The main purpose of the meeting was to get a short summary of experiences and progress to date of the Adult Education program from Dr. Van Buskirk. Also, to discuss the steps to be taken in the program of development in terms of the future.

Dr. Van Buskirk recommended the following:

1. That basic English classes continue to do more of the same work, but try to use more free expression.
2. That we get a supervisor for the Adult Education Unit, a person who knows how to teach English, as well as a good administrator.
3. That we need some sort of teacher training program as teacher turnover is frequent.
4. That we continue on with the weekly Saturday meetings to discuss problems existing in the Adult Education.
5. That we try to make English attractive.
6. That we get English across to the adult regardless of the difficulty as it is an important factor in the relocation program.
7. That we try to get progressive teachers who can link English with other activities.



8. That a resident assistant teacher stay in the class with the caucasian teacher to relieve the tension as some have fear that class is too advanced, and thus feel that they would be embarrassed.
9. That we pull in the best people from the high school and the elementary school to help in the Adult Education program, who understand the situation here, who would establish friendship, and meet the existing problems, rather than hire someone fresh from the outside.
10. That more adult people should be encouraged to take up basic English. Also, give them confidence in themselves.
11. That we give recognition to people who come to class regularly and finish a certain amount of work. Also, to have a graduation service to give them the feeling that they have accomplished something worthwhile.

Dr. Bane brought out the fact that the English dept. in the Adult Education is better staffed than the English dept. in the high school. No Japanese teachers are teaching academic course in the high school. Since the high school teachers all have a full program, it was stated that it would be impossible to help in the Adult Education program.

It was stated that the relocation program will not affect the high school enrollment much.

First responsibility is to the Elementary and the High School. Adult Education is secondary.

The following questions were asked:

1. Why hasn't Washington made arrangement to get new teachers to back up Adult Education?
2. Is there any way to improve our recruitment of teachers?

It was brought out that we have centered too much in Utah in the recruitment of teachers. It was suggested that we get other civil service agencies in other states to help us.

It was suggested that we try to get more resident teachers as soon as possible.

Mr. Hoffman reported that at the present time no teacher can be hired, so we do the best with what we have.

Respectfully submitted

Teiko Hideshima



✓ 1. Mr. Luther Hoffman  
Project Director  
Central Utah Relocation Center  
R.F.S.

September 30, 1944

Dr. Lester K. Ade  
Director of Education  
506 Barr Building  
910-17th Street, N.W.  
Washington 25, D. C.

Dear Dr. Ade:

During my stay in Central Utah I visited classes and conferred with evacuee teachers and appointed personnel according to the inclosed schedule. The classes visited are supposed to be a sample of the adult education activities, representing a rather extensive program as compared with that found on the other Centers.

I found an excellent evacuee staff in action, the best on the whole that I have seen. The teachers are competent and enthusiastic and seem to have a good understanding of what they are trying to accomplish. The book of conversational exercises and songs, which we have already had distributed to the other centers, is indicative of the kind of work they are doing. With very few exceptions the language instruction is being given in English and by approved methods. Crafts classes are being conducted in Japanese but in many cases English is being offered as a supplementary subject at the beginning of the hour and some effort is being made to offer instruction in English as well as Japanese. This attempt at correlation should be extended to include all avocation and vocational instruction. I was particularly pleased to see the good work being done with music since I am firmly convinced that speech, accent, and rhythm are much improved through the teaching of songs. Some attempt is made in practically all classes to promote free conversation. In some cases this work is still somewhat stilted and stereotyped. My suggestion would be to include still more of self expression activities and to give the students as free reign as possible. The one Caucasian teacher whom I observed was obviously an expert in the teaching of speech sounds. If she could be persuaded to modify her teaching to fit the abilities of beginning language students, she could do a great deal to help in the improvement of speech in other classes as well as in her own somewhat advanced classes.

When asked for recommendations concerning the program, my first suggestion was that the staff continue to do more of the same things that they are doing now. I suggested also that they make more of an effort to coordinate all activities in terms of the language objective.



Dr. Lester K. Ade-2-9/30/44

This should apply to vocational activities and to the high school and elementary programs as well as to social and recreational activities on the center. As one means of doing this I recommend a reading and letterwriting workshop for all Issei who need help along these lines. I suggested also that while Central Utah seems to have comparatively few "real beginners", a definite effort ought to be made to organize and promote interest in classes for those who think they speak English but whose "English" cannot be understood by the average American. This group was represented in my own experience by contacts with waitresses, maids, and other Issei on the center. Although the materials which have been prepared here in Washington for the teaching of English had not reached the staff at the time of my visit, I suggested that the vocabulary cards and stories be given consideration--if and when they do arrive, as a means of improving instructional methods and of enriching teaching resources.

Since Dr. Bane has been transferred to the high school, there is at present no Adult Supervisor. Even the very competent evacuee staff cannot be expected to maintain the present standard very long without help. It is important that a supervisor be appointed soon. The present thinking seems to be that Mr. Carmichael, Vocational Training Supervisor, should be asked to assume the responsibilities of Adult Supervisor. He is quite willing to do this, especially if he could have an assistant to help with the language program. I was shown the Form 57 of a woman who might do this very well--provided the "freeze" on personnel is lifted while she is still available. I discussed this arrangement with both Dr. Noble and Mr. Hoffman. I think they are agreed that it is the most feasible solution to the problem. One point should be made however, that having once relinquished the reins the past supervisor should give up the adult program and give the new appointee every chance to do an equally good job in his own way.

I was pleased with the interest in the language program which was shown by individuals outside the Education Section. Mr. Sanford took time to attend meetings and to visit classes with us. Miss Dickinson likewise attended meetings and expressed keen interest in an interview. Mr. Hoffman also was interested and willing to help in any way. His realistic approach to educational problems should be of great help to the entire education program, as well as to the adult language setup. It is this sort of cooperation from the entire center which we need to make our language program succeed.

Yours very truly,

GC: Mr. Luther Hoffman  
Project Director  
Mr. LeGrande Noble  
Supt of Education  
Dr. LaVerne Bane  
Principal of High School  
Adult Education Committee,  
Washington, D. C.

Golda Van Buskirk  
Language Consultant



SCHEDULE FOR DR. VANBUSKIRK, WRA LANGUAGE CONSULTANT  
CENTRAL UTAH PROJECT  
September 19-22, 1944

SOME PROBLEMS IN ADULT EDUCATION TO BE ANALYZED:

1. Sources of teaching material and its use.
2. A training program for staff members.
3. How should the Adult English Program be organized?
4. Popularizing English instruction.
5. Recruiting English teachers.

\* \* \*

CLASS VISITING SCHEDULE

Sept. 19, 1944, Tuesday

- 2:00-3:00 p.m. Mrs. Tsujimura, Sewing School, Rec. 35
- 3:00-5:00 p.m. Staff discussion lead by Dr. VanBuskirk at 8-7-E,  
Dr. Bane, Chairman

Sept. 20, 1944, Wednesday

- 8:30-10:30 a.m. Miss Ito, Basic English, 41-7-D  
(This is to be followed by a 45 minutes conference  
on teaching methods and techniques)
- 2:00-2:45 p.m. Mrs. Inukai, Sewing School, Rec. 5  
(This is to be followed by a 15 minutes conference  
on teaching methods and techniques)
- 3:00-3:45 p.m. Mrs. Ishikawa, Basic English, Rec. 23  
(This is to be followed by a 15 minutes conference  
on teaching methods and techniques)
- 7:00-8:00 p.m.) Mrs. Fujita, Basic English, 32-1-CD  
8:00-9:00 p.m.) Mr. Nakabayashi, Basic English, 32-1-EF  
(These are to be followed by a joint 30 minutes  
conference on teaching methods and techniques)

Sept. 21, 1944, Thursday

- 10:00-10:45 a.m. Mrs. Nagata, Flower Arrangement, Rec. 40  
(This is to be followed by a 15 minutes conference  
on teaching methods and techniques)
- 11:00-11:45 a.m. Mrs. Takahashi, Flower Arrangement, Rec. 20  
(This is to be followed by a 15 minutes conference  
on teaching methods and techniques)
- 2:00-4:00 p.m. Adult Education Staff Meeting, "Planning Adult  
Education Program for the Future." Dr. Bane,  
Chairman, at 8-7-E.

Sept. 22, 1944, Friday

- 9:00-11:00 a.m. Discussion of Dr. VanBuskirk's recommendation to  
Adult Education in Topaz. L. G. Noble, Chairman  
in Mr. Sanford's office.



COMMITTEE ON THE REORGANIZATION OF THE BUREAU OF EDUCATION

1. Bureau of Technical Education and its use.
2. A training program for state teachers.
3. How should the adult education program be organized?
4. Reorganizing English instruction.
5. Reorganizing English teachers.

CLASS VISITING SCHEDULE

Sept. 12, 1944, Tuesday

8:00-8:30 a.m. Mrs. Tashman, Sewing School, Rec. 32  
8:30-9:00 a.m. Staff discussion led by Dr. Vandenberg at 8-7-7  
Mr. Kane, Chairman

Sept. 13, 1944, Wednesday

8:00-10:30 a.m. Miss Lee, Basic English, 41-7-7  
(This is to be followed by a 45 minute conference on teaching methods and techniques)

1:00-2:45 p.m. Mrs. Tashman, Sewing School, Rec. 32  
(This is to be followed by a 15 minute conference on teaching methods and techniques)

3:00-3:45 p.m. Mrs. Tashman, Sewing School, Rec. 32  
(This is to be followed by a 15 minute conference on teaching methods and techniques)

7:00-8:00 p.m. Mrs. Tashman, Sewing School, Rec. 32  
8:00-9:00 p.m. Mr. Kane, Chairman  
(These are to be followed by a joint 30 minutes conference on teaching methods and techniques)

Sept. 14, 1944, Thursday

10:30-10:45 a.m. Mrs. Tashman, Sewing School, Rec. 32  
(This is to be followed by a 15 minute conference on teaching methods and techniques)

11:00-11:15 a.m. Mrs. Tashman, Sewing School, Rec. 32  
(This is to be followed by a 15 minute conference on teaching methods and techniques)

2:00-4:00 p.m. Adult Education Staff Meeting, Planning Adult Education Program for the future, Mr. Kane, Chairman, at 8-7-7

Sept. 15, 1944, Friday

8:00-11:00 a.m. Discussion of Dr. Vandenberg's recommendations to Adult Education in Town, J. E. Noble, Chairman  
in Mr. Kane's office



# Tentative Schedule Planned For Dr. VanBuskirk's Visit

Sept. 19	Tue.	P.M.	2:00-3:00	Mrs. Tsujimura	SS	Rec. 35
Sept. 19	Tue.	P.M.	3:00-5:00	Staff discussion lead by Miss VanBuskirk's. 1. Sources of teaching material. 2. A training program for staff members. 3. How should the Adult English program be organized. 4. Popularizing English instruction. 5. Recruiting English teachers		8 - 7 - E
Sept. 20	Wed.	A.M.	8:30-10:30	Miss Ito	BE	41 - 7 - D
Sept. 20	Wed.	P.M.	2:00-4:00	Mrs. Inukai	SS	Rec. 5
Sept. 20	Wed.	P.M.	2:00-4:00	Mrs. Ishikawa	BE	Rec. 23
Sept. 20	Wed.	Eve.	7:00-9:00	Mrs. Fujita	BE	32 - 1 - CD
Sept. 20	Wed.	Eve.	7:00-9:00	Mr. Nakabayashi	BE	32 - 1 - EF
Sept. 21	Thurs.	A.M.	10:00-11:00	Mrs. Nagata	FA	Rec. 40
Sept. 21	Thurs.	A.M.	10:30-11:00	Mrs. Takahashi	FA	Rec. 20

SS= Sewing School  
BE= Basic English  
FA= Flower Arrangement



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

October 9, 1944

TO Mr. Raymond P. Sanford  
Assistant Project Director

ATTENTION Dr. L. G. Noble  
Dr. L. G. Bane  
Mr. Perry Carmichael

FROM L. T. Hoffman  
Project Director

In harmony with our discussion of October 3, 1944, and our further discussion of October 7, 1944, about the Adult Education program, the following decisions were reached:

1. The supervision of the Adult Education program is to be transferred from Dr. Laverne Bane to Mr. Perry Carmichael effective Wednesday, October 11, 1944. This transfer is to remain in effect until further notice.
2. Priorities of personnel is to be the securing of a person to assist with the Adult Education program, and the approval for this position is to be instituted immediately.
3. As soon as advisable, Personnel may proceed to fill the position of Supervisor of Adult Education.
4. I would appreciate any suggestions that Mr. Carmichael may desire to make regarding an Adult Education committee to assist in this program.
5. This letter supersedes the memorandum of October 4, on this subject.

L. T. Hoffman  
Project Director



ROUGH DRAFT

Copy. ✓

MEMORANDUM TO : Mr. Raymond Sanford  
Dr. L. G. Noble  
Dr. L. C. Bane  
Mr. Perry Carmichael  
Mr. George Lafabregue

As a result of our discussion October 3, 1944, and our further discussion of October 7, 1944, about the Adult Education program, the following is my understanding of decisions reached:

1. The supervision of the Adult Education program is to be transferred from Dr. Laverne Bane to Mr. Perry Carmichael effective Wednesday, October 11, 1944. This transfer is to remain in effect until a qualified person is secured for the Adult Education Supervisor position and at that time or as soon thereafter as practicable, a decision will be made as to the extent of Mr. Carmichael's continued responsibilities for Adult Education. While Dr. Ade will be asked by Dr. Noble to make suitable inquiry for possible eligibles, it is not possible to fill the position at this time. When the personnel ceiling is lifted or the position made otherwise available, personnel may proceed to fill the position of Supervisor of Adult Education.
2. I would appreciate any suggestions that Mr. Carmichael may desire to make regarding an Adult Education committee to assist in this program.
3. This letter supersedes the memorandum of October 4 on this subject.

L. T. Hoffman  
Project Director



WRA-cu-38  
Rev. 9/29/44

ROUTING SLIP

OS-2

HOFFMAN, L.T.

NIESSE

SANFORD

BELL

ADAMS

ALTVATER

1 ~~BANE~~ / ~~23~~

BENNETT

BOWEN

BOYCE

CAMPBELL

2 ~~CARMICHAEL~~ / ~~PC~~

COCHRAN

COLLIER

CONRAD

DICKINSON

FRY

GARDNER

GERARD

GONZALES, E.

GONZALES, V.

HARMON

HOFFMAN, O.F.

HONDERICH

HOWARD

HUNTER, Wm.

KASSIUS

KELLY

KIRCHNER

3 ~~LAFABREGUE~~

MACK

MARSTELLA

MATTHEWS

MITCHELL

MORRIS

~~NOBLE~~

PALMER

PRATT

PURCELL

REED

ROBINS

ROOF

RORABACK

SORENSEN

STAHL

TURNER

WATSON, B.

WATSON, H.

YOUNG

BLOCK MANAGER HDQRS.

COMMUNITY COUNCIL

CONSUMERS ENTERPRISE

MIMEOGRAPH OFFICE

CARRIER SERVICE

TELEPHONE OPERATOR

TIMEKEEPER

Advise Please

Approval

Discussion

Draft of Suggested Reply

Filing

Immediate Action Desired

1,2 Incomplete

1,2 Initial and Forward

Investigate and Report

Mailing

Mimeographing

More Details

Necessary Att.

3 Note and Return

Prepare Reply

Return as Req.

Routing

Your Comments

Your Copy

Your Information

Your Signature

Date

From

Raymond P. Sanford

Remarks:

Dr. Bane - please initial  
original + forward after making  
copy for Dr. Noble. RPS.



*Noble*

ROUTE SLIP

TO

~~*Mr Sanford*~~

FROM

*L. H.*

DATE

*10/11*

REMARKS

*I have rewritten  
Dr Noble's memo  
more in line with  
my understanding  
of what we agreed  
to - any changes  
or comments?*



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

October 9, 1944

TO Mr. Raymond P. Sanford  
Assistant Project Director

ATTENTION ↑  
Dr. L. G. Noble  
Dr. L. C. Bane  
Mr. Perry Carmichael  
Mr. La Fabrega

FROM  
L. T. Hoffman  
Project Director

*Haruko  
See if you  
can work  
this out -  
I'm not  
sure I don't*

As a result of

In harmony with our discussion of October 3, 1944, and our further discussion of October 7, 1944, about the Adult Education program, the following decisions were reached:

is my understanding of

1. The supervision of the Adult Education program is to be transferred from Dr. Laverne Bane to Mr. Perry Carmichael effective Wednesday, October 11, 1944.

This transfer is to remain in effect until further notice, secured for the Adult Educ. Supv

person is positioned at that time or as soon thereafter as practicable - a decision will be made as to the extent of Mr. Carmichael's responsibilities for Adult Educ.

2. Priorities of personnel is to be the securing of a person to assist with the Adult Education program, and the approval for this position is to be instituted immediately.

While Dr. Ada will be asked by Dr. Noble to make suitable inquiries for possible eligibles - it is not possible to fill the position at this time - as until the personnel ceiling is lifted or the position made otherwise available.

3. As soon as advisable, Personnel may proceed to fill the position of Supervisor of Adult Education.
4. I would appreciate any suggestions that Mr. Carmichael may desire to make regarding an Adult Education committee to assist in this program.

5. This letter supersedes the memorandum of October 4, on this subject.

L. T. Hoffman  
Project Director



WAR RELOCATION AUTHORITY  
CENTRAL UTAH

October 20, 1944

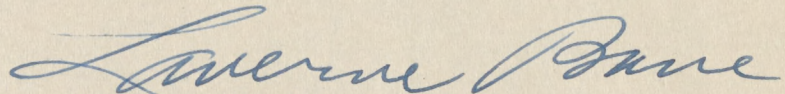
To the Adult Education Staff:

In order to permit me to devote my full time to the administration of the Topaz High School, Mr. Perry Carmichael has taken over the administration of the Adult Education Department.

I wish to assure all of you that I have thoroughly enjoyed my two years as your administrative head and sincerely hope that my personal friendship with each of you will continue throughout the coming years.

I am sure that you will give Mr. Carmichael the same fine cooperation that you have given me.

Cordially,



Laverne C. Bane  
Acting Supt. of Education



## ADULT EDUCATION DEPARTMENT

## SCHEDULE

October 20, 1944

<u>Instructor</u>	<u>Address</u>	<u>Course</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>	<u>Pay Rate</u>
<u>ART SCHOOL</u>						
Hibi, Matsusaburo	16-7-B	Paint. Cos.Sket.	MThSa TThF	PM 1:15-5:15 Eve 6:30-10:00	Rec. 7 Rec. 7	\$19
Kawakami, Chikaji*	12-4-D	W.Color	TFSa	Eve 6:30-10:00	32-3-AB	\$16*
Noda, Yuri & Yasuda, Tama*	42-9-C 13-10-C	Shell- craft	MTWThF Sa	Eve 6:30-10:00 Eve 6:30-10:00	41-7-EF D.H. 33	\$16 \$16*
Shibaki, Chiyo	23-6-F	Leather- craft	MW TSa ThF	Eve 6:30-10:00 PM 1:15-5:15 Eve 6:30-10:00	Rec. 7 Rec. 7 Rec. 38	\$19
Tsuzuki, Takashi	13-1-A	Pen Dr. Oil Paint	TF MWThSa	AM 8:30-11:45 PM 1:15-5:15	Rec. 7 Rec. 38	\$19
<u>BASIC ENGLISH</u>						
Fujita, Molly	40-3-F	L. Int. Elem. Elem.	MWF TThSa MWF	AM 8:45-10:45 PM 2:00-4:00 Eve 7:00-9:00	41-7-C 41-7-C 32-2-AB	\$19
Ishikawa, Ida	40-6-D	Conver. Conver. Conver.	MTWThF MT Th	PM 2:00-4:00 Eve 7:00-9:00 AM 9:00-11:00	Rec. 23 41-7-C 41-7-C	\$16
Ito, Miyoko	26-7-B	Elem. Int. I Int. II	TTh MWF MWF	PM 2:00-4:00 AM 9:00-11:00 PM 2:00-4:00	8-7-D 41-7-D 41-7-D	\$19
Nakabayashi, Koshiro	20-3-C	L. Int. L. Int.	MWF TThSa	Eve 7:00-9:00 Eve 7:00-9:00	32-1-EF 32-1-EF	\$19
<u>ENGLISH Instruction Through Sewing and Flower Classes</u>						
Inukai, Amy	4-8-F	Sewing Sewing	MTWF TTh	AM 9:00-11:30 PM 2:00-4:30	Rec. 5 Rec. 5	\$19
Nagata, Sumi	38-4-F	Fl. Arr. Fl. Arr.	MThF Wed	AM 9:30-11:30 PM 1:30-4:30	Rec. 40 Rec. 40	\$16
Takahashi, Tomoye*	11-5-D	Fl. Arr. Fl. Arr.	Wed Th	AM 9:00-11:00 AM 9:00-11:00	Rec. 20 41-7-AB	\$16*
Tsujimura, Mary*	28-1-C	Sewing Sewing	MWThF Tue	AM 9:00-11:00 PM 2:00-4:00	Rec. 35 Rec. 35	\$16*

\*Part time



<u>Instructor</u>	<u>Address</u>	<u>Course</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>	<u>Pay Rate</u>
<u>FLOWER ARRANGEMENT</u>						
Mizuta, Kinuyo	13-5-A	Fl. Arr.	MW	AM 8:30-11:30	Rec. 20	\$19
		Fl. Arr.	MW	Eve 7:00-10:00	Rec. 20	
		Fl. Arr.	TTh	AM 8:30-11:30	41-7-AB	
		Fl. Arr.	TTh	Eve 7:00-10:00	41-7-AB	
Yasui, Yekita	26-10-A	Fl. Arr.	MTThFSa	AM 9:30-11:30	Rec. 40	\$19
		Fl. Arr.	Wed	PM 1:30-4:30	Rec. 40	
<u>FLOWER MAKING</u>						
Koga, Aki	36-5-F	Art. Fl.	MTWThFSa	PM 1:15-5:00	36-5-E	\$16
		Art. Fl.	Sa	Eve 6:00-9:00	36-5-E	
<u>GEOGRAPHY ON RELOCATION</u>						
Asaeda, Toshio	28-10-C	Lecture	Tue	Eve 7:00-9:00	D.H. 9	\$19
		Lecture	Wed	Eve 7:00-9:00	D.H. 13	
		Lecture	Thu	Eve 7:00-9:00	D.H. 30	
		Lecture	Fri	Eve 7:00-9:00	D.H. 34	
<u>JAPANESE LANGUAGE</u>						
Hosoume, Moto*	38-6-F	Elem.	MTWThF	Eve 6:30-8:30	32-1-CD	\$16*
Morozumi, Tsuto	4-1-D	Elem.	TF	Eve 6:30-8:30	32-3-CD	\$16
		Adv.	MWTh	Eve 6:30-8:30	32-3-CD	
Saiki, Tsurumatsu	31-2-F	Inter.	MTTh	Eve 6:30-8:30	32-2-EF	\$16
<u>MUSIC SCHOOL</u>						
Apyagi, Hatsuye*	36-10-E	Violin	Fri	PM 2:30-5:15	1-6-A	\$16*
		Violin	Sa	PM 1:15-5:15	1-6-A	
Fujita, Shizu	22-11-A	Piano	TW	PM 2:30-5:15	1-6	\$16
		Piano	Sa	PM 1:15-5:15	Rec. 29	
Ishimoto, Rose	36-11-B	Piano	MTThFSa	PM 2:30-5:15	1-6-E	\$16
		Piano	Sa	AM 8:30-12:00	1-6-E	
		Piano	Mon	Eve 6:30-9:00	Rec. 37	
Mittwer, Sachiko	34-11-B	Piano	SASu	AM 8:30-11:30	41-11-CD	\$16
		Piano	SaSu	PM 1:15-5:15	41-11-CD	
Takita, Aiko*	27-5-F	Piano	Fri	PM 2:30-5:15	Rec. 27	\$16*
		Piano	Sa	PM 1:15-5:15	1-6	
Yamazaki, Tomiko	22-11-C	Piano	MWTh	PM 2:30-5:15	1-6-A	\$16
		Piano	Th	Eve 6:30-9:00	Rec. 29	
		Piano	Sa	AM 8:30-12:00	Rec. 29	

\*Part time



<u>Instructor</u>	<u>Address</u>	<u>Course</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>	<u>Pay Rate</u>
<u>SEWING SCHOOL</u>						
Harada, Haru & Harada, Sono	35-4-F 34-12-F	Drafting and Sewing	Tue Wed Thu MF	AM 9:00-11:30 AM 9:00-11:30 PM 2:00-4:30 Eve 7:00-9:00	Rec. 5 Rec. 35 Rec. 23 Rec. 35	\$19 \$16
Katagihara, Toshi & Sakuda, Misako	27-4-A 16-2-A	Drafting and Sewing	Mon Tue Wed Thu Fri Sa	AM 9:00-11:30 PM 2:00-4:30 PM 2:00-4:30 AM 9:00-11:30 AM 9:00-11:30 PM 2:00-4:30	Rec. 23 Rec. 5 Rec. 23 Rec. 35 Rec. 5 Rec. 35	\$19 \$16
Shimizu, Hisako & Iosye, Matsuye	6-9-D 26-1-B	Drafting and Sewing	Mon Tue Wed Thu Fri Sa	AM 9:00-11:30 PM 2:00-4:30 AM 9:00-11:30 PM 2:00-4:30 AM 9:00-11:30 PM 2:00-4:30	Rec. 35 Rec. 23 Rec. 5 Rec. 35 Rec. 23 Rec. 5	\$19 \$16
Suzuki, Haruko & Nakahara, Anna	6-5-F 31-12-A	Drafting and Sewing	Mon Tue Wed Thu Fri Sa	AM 9:00-11:30 PM 2:00-4:30 AM 9:00-11:30 PM 2:00-4:30 AM 9:00-11:30 PM 2:00-4:30	Rec. 5 Rec. 35 Rec. 23 Rec. 5 Rec. 35 Rec. 23	\$19 \$19
Tokunaga, Tomiye	12-3-D	Needle- craft	MW Tue ThSa	PM 2:00-4:30 AM 9:00-11:30 AM 9:00-11:30	Rec. 5 Rec. 35 Rec. 5	\$19



<u>Unit</u>	<u>Name</u>	<u>Address</u>	<u>Description of work</u>	<u>Place</u>	<u>Pay Rate</u>
Art School	Ichisaka, Yaeko	37-1-E	Clerk-Steno (Supply Mgr)	Rec. 7	\$16
English	Yatabe, Kuni*	26-3-E	P.T.A.		\$16*
Music School	Hayashi, Shizue	36-10-B	Secretary	1-6-F	\$16
Sewing School	Fujita, Kuniko	12-10-A	Supervisor	Rec. 35	\$19
Office	Ito, Tsuneyo*	16-11-D	Clerk	8-7-E	\$16*

\*Part time

Note:

1. Mr. Hibi, supervisor of the Art School.
2. Mrs. Inukai, supervisor of the English instruction group.
3. In addition to his teaching in the Adult Education Department, Mr. Saiki spends half of his time at the high school writing communication in Japanese to the parents of high school pupils. He also acts as translator for Japanese speaking parents who wish to confer with the high school staff members.



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

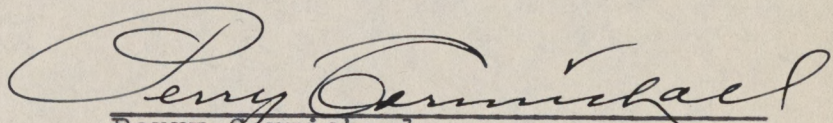
October 26, 1944

TO: Dr. LeGrande Noble  
Superintendent of Education

SUBJECT: Adult Education

In paragraph two of the memorandum appointing me as Acting Adult Education Supervisor, Mr. Hoffman, Project Director, requested that I make suggestions about an adult education committee to assist in the adult education program. In the setup for implementing the Project training policy, there is a Project training sub-committee on Adult Education. The members of this <sup>sub-</sup>committee are Adult Education Supervisor, chairman; a member from the Relocation Division, the Personnel section, the Community Analysis Section, the Community Council, and Mrs. Inukai. As Acting Adult Education Supervisor and as chairman of the sub-committee on Adult Education, I reported to the Project Training Committee about the adult education program. Reference to the minutes of the Project Training Committee meeting, Thursday, October 19, will give the committee's action on this report.

It is my considered opinion that the Project training sub-committee on Adult Education should and will perform the functions suggested in Administrative Notice #125, dated July 17, 1944, as the sub-committee on Adult Education includes a representative from each of the following: the Relocation Division, the Personnel Section, the Community Analysis Section, and the Community Activities Section.

  
Perry Carmichael,  
Acting Adult Education Supervisor



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

  
November 24, 1944

TO: Dr. LeGrande Noble  
Superintendent of Education

ATTENTION: Mr. Raymond P. Sanford  
Assistant Project Director

SUBJECT: Time Worked By Adult Education Teachers

In my statement of October 20, 1944 regarding the schedule of adult education teachers, I gave only the time they spent in class room activities. Thus far we have been unable to find any definite instruction in the Manual or Handbook about the amount of time adult education teachers should spend in class room activities. In the Community School Forum of the War Relocation Authority, Volume 1, No. 3, dated July 1943, the following statement is made, "adult education teachers should be required to spend a minimum of 24 hours per week in teaching classes and counseling and individual guidance of students. In addition this will allow 20 hours per week for preparation." Therefore, I have requested a weekly schedule from each adult education instructor in order to ascertain the amount of time each instructor is spending in research and preparation as well as in class room teaching.

Original signed by  
Perry Carmichael

Perry Carmichael, Actg. Supv.  
Adult Education Department

PC:t1



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
WAR RELOCATION AUTHORITY  
WASHINGTON



DEC 15 1944

*Noted  
Carmichael  
Hoffman*

Mr. Luther E. Hoffman  
Project Director  
Central Utah Relocation Center  
Topaz, Utah

Dear Mr. Hoffman:

In a letter to you dated November 8, I enclosed Adult Education and Orientation Memorandum No. 1, dealing with group discussions and asked that you discuss it with your Adult Education and Orientation Committee.

Since the success of discussion groups depends to a great extent upon the manner in which they are organized and conducted, the Washington Advisory Committee on Adult Education and Orientation has collected a number of simple guides and aids which your committee might find helpful in the development of discussion groups. I am sending with this letter, ten copies of Adult Education and Orientation Memorandum No. 2, "Methods and Techniques of Group Discussion", for distribution to members of your committee and ten copies each of a number of documents. I would appreciate it if you would see that they are brought to the attention of your committee and trust that some of them may be found helpful.

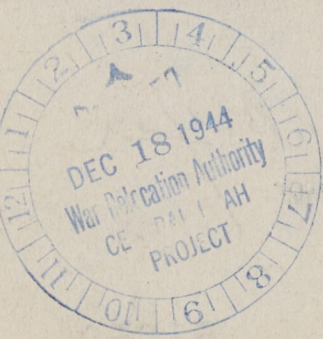
Sincerely,

*D. S. Myer*  
Director

Enclosures

51659







WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

April 27, 1945

TO: Dr. L. G. Noble  
Superintendent of Education

ATTENTION: Mr. R. P. Sanford  
Assistant Project Director  
Community Management Division

SUBJECT: Art Exhibit at The New Jersey College For  
Women, New Brunswick, New Jersey.

A teletype dated April 4, 1945 from Mr. Edward Berman, Relocation Officer, Newark, New Jersey requested the artists of the Central Utah Relocation Center to participate in an exhibit to be held at the New Jersey college for women, New Brunswick, New Jersey. A copy of this telegram was sent to Mr. Hibi. He notified the art teachers and art students about this exhibit. No one except Mr. Hibi manifested any interest in sending paintings to the art exhibit.

Mr. Hibi's comments about this exhibit are attached to this memorandum. This will give you his point of view which may or may not be correct. The teletype gave the instruction for sending in the materials. It is my considered opinion that any local artist who was very anxious to send any paintings to New Brunswick, New Jersey would have contacted either me or Mr. Hibi relative to this matter.

This activity was sponsored by a Relocation Office and I am wondering to what extent this could have been the cause for our local artists to show no particular interest in the matter.

Perry Carmichael, Supervisor  
Adult & Vocational Education

PC: yy



CENTRAL UTAH PROJECT  
Topaz, Utah

August 3, 1944

TO: Mr. Raymond P. Sanford  
ATTENTION: L. T. Hoffman  
FROM: Community Analysis  
SUBJECT: Adult Education

Probably the majority of the evacuee leaders in Adult Education are enthusiastic about their program. They point up that giving training to issei in the use of English contributes materially to building up their confidence for adjusting themselves to the outside communities, and that flower and basket making and other handicraft pursuits and also training in music makes life bearable in the center -- keeps morale high.

On the other hand, parents are deeply disturbed about the teacher shortage in the elementary and high school and feel that the needs of these departments should have priority over Adult Education. In biblical language they would "set the child in the midst of them." What this means in terms of application, for example, is that resident music teachers qualified to teach in the regular school should not be assigned to teaching adults until all positions in the music department of the regular school has been filled. It might be pointed out that during the past year the elementary school had no music teacher after Mrs. Cornwall left the Project although the adults were enjoying the services of such a teacher.

It does not follow, of course, that all the teachers in Adult Education would be qualified to teach in the regular school -- some of them certainly would have a language handicap. A survey of the qualifications of all evacuee teachers in Adult Education would seem to be in order to determine in how far, if at all, the teaching shortage in the regular school system



-2-

could be alleviated by the possible transfer of teachers from the department of Adult Education.

O. F. HOFFMAN  
Community Analyst

OFH:en



*Edue*

SCHEDULE FOR DR. VANBUSKIRK, WRA LANGUAGE CONSULTANT  
CENTRAL UTAH PROJECT  
September 19 - 22, 1944

SOME PROBLEMS IN ADULT EDUCATION TO BE ANALYZED:

1. Sources of teaching material and its use.
2. A training program for staff members.
3. How should the Adult English Program be organized?
4. Popularizing English instruction.
5. Recruiting English teachers.

\* \* \*

CLASS VISITING SCHEDULE

Sept. 19, 1944, Tuesday

2:00-3:00 p.m.	Mrs. Tsujimura, Sewing School, Rec. 35
3:00-5:00 p.m.	Staff discussion lead by Dr. VanBuskirk In 8-7-E, Dr. Bane, Chairman

Sept. 20, 1944, Wednesday

8:30-10:30 a.m.	Miss Ito, Basic English, 41-7-D (This is to be followed by a 45 minute conference on teaching methods and techniques)
2:00-2:45 p.m.	Mrs. Inukai, Sewing School, Rec. 5 (This is to be followed by a 15 minute conference on teaching methods and techniques)
3:00-3:45 p.m.	Mrs. Ishikawa, Basic English, Rec. 23 (This is to be followed by a 15 minute conference on teaching methods and techniques)
7:00-8:00 p.m.) 8:00-9:00 p.m.)	Mrs. Fujita, Basic English, 32-1-CD Mr. Nakabayashi, Basic English, 32-1-EF (These are to be followed by a joint 30 minute conference on teaching methods and techniques)

Sept. 21, 1944, Thursday

10:00-10:45 a.m.	Mrs. Nagata, Flower Arrangement, Rec. 40 (This is to be followed by a 15 minute conference on teaching methods and techniques)
11:00-11:45 a.m.	Mrs. Takahashi, Flower Arrangement, Rec. 20 (This is to be followed by a 15 minute conference on teaching methods and techniques)
2:00-4:00 p.m.	Adult Education Staff Meeting, "Planning Adult Education Program for the Future." Dr. Bane Chairman, at 8-7-E.

Sept. 22, 1944, Friday

9:00-11:00 a.m.	Discussion of Dr. VanBuskirk's recommendations to Adult Education in Topaz. L. G. Noble, Chairman In Mr. Sanford's office.
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\* \* \*



## ADULT EDUCATION ATTENDANCE

## ADULT EDUCATION ATTENDANCE

## ADULT EDUCATION ATTENDANCE

	<u>Feb. 13</u>		<u>Feb. 20</u>		<u>Feb. 27</u>		<u>Mar. 6</u>		<u>Mar. 13</u>		<u>Mar. 20</u>		<u>Mar. 27</u>	
	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>
1. Art School	260	31.6%	393	64.4%	394	57.7%	340	52.6%	348	50.6%	344	56.7%	384	60.17%
2. Basic English	171	83.4%	161	67.9%	No classes (regis.)		171	87.6%	164	87.5%	142	83.5%	195	85.0%
3. Music School	284	53.7%	354	79.1%	390	80.4%	436	82.5%	511	87.9%	438	83.1%	429	110.0%
4. Flower Arrangement & Artificial Flower Making	416	52.2%	583	60.1%	644	58.1%	605	54.6%	557	85.5%	598	83.1%	598	80.4%
5. Sewing School	383	40.1%	36	6.9%	No classes (regis.)		538	87.7%	714	81.9%	745	78.6%	730	70.1%
6. Lectures for Non-Eng- lish Speaking Residents	113	12.3%	350	39.2%	646	73.5%	702	71.1%	726	78.4%	829	75.7%	800	69.0%
7. Evening Classes	118	22.0%	198	45.8%	217	50.1%	368	83.8%	295	100%	271	100.0%	288	100.6%
TOTAL -	1745	42.18%	2075	51.9%	2291	63.9%	3160	70.0%	3399	80.9%	3307	80.2%	3424	81.2%



## ADULT EDUCATION ATTENDANCE

	<u>Apr. 3</u>		<u>Apr. 10</u>	
	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>
1. Art School	414	56.6%	511	70.3%
2. Basic English	291	83.7%	158	78.2%
3. Music School	* 261	49.9%	356	69.1%
4. Flower Arrangement	334	85.8%	309	73.3%
5.7 Artificial Flower Making	200	100%	282	87.8%
6. Sewing School	691	74.3%	750	76.5%
7. Lecture for Non-English Speaking Residents	666	108%	920	100%
8. Evening Classes	<u>233</u>	<u>100%</u>	<u>248</u>	<u>66.6%</u>
TOTAL -	3000	76.6%	3534	79.3%

## ADULT EDUCATION ATTENDANCE

	<u>Apr. 17</u>		<u>Apr. 24</u>	
	<u>Atten.</u>	<u>%</u>	<u>Atten.</u>	<u>%</u>
	177	61.0%	199	66.1%
	198	81.1%	142	72.1%
	358	70.2%	446	86.9%
	390	88.0%	277	63.5%
	186	84.9%	148	65.4%
	708	71.5%	421	44.5%
	363	100%	653	100%
	<u>199</u>	<u>77.4%</u>	<u>143</u>	<u>60.5%</u>
-	2579	78.1%	2429	68.6%

\* Decreased attendance in the Music School is due to the illness of teachers and the lack of available substitutes for them.



## RESIDENTS CAN SECURE VOCATIONAL TRAINING

It seems probable that a number of Vocational Courses can be offered to the Residents of the Center during the next few months. Since a number of these courses will be given by State Administered Agencies such as the O.S.Y.A. and War Production Training Representatives, we must get the following information from every interested person in the Center before specific plans for the courses can be made. Because of the nature of some of the courses it has been thought best to set them up on a full-time basis so that the training can be completed within a reasonable time. Courses may be offered on any one of the bases noted below. Note those conditions under which you would be willing to take the courses you desire. For example; if you prefer to take a woodworking course in the evening but would be willing to take it on a full-time non-paid basis, place a (1) in the square under 'evenings not paid' and a (2) in the square under '44 hr. not paid'. It has not been decided yet whether payment can be made to individuals while taking full-time courses. Registration in each class will be limited to twelve individuals. Number at the right hand side of the page the courses you wish to take, in the order of your preference.

### REQUEST FOR VOCATIONAL TRAINING

If training facilities can be arranged, I would like to take the following courses:

	44 hr. per week Not Paid	44 hr. \$12 pay	Evenings Not Paid	4 hr. aft. Not Paid
1. Truck and tractor repair				
2. Metal work				
3. Woodworking				
4. Elementary electricity				
5. Farm machinery and equipment repair				
6. Milk production				
7. Poultry meat production				
8. Egg production				
9. Pork production				
10. Beef production				



	44 hr. per week Not Paid	44 hr. \$12 pay	Evenings Not Paid	4 hr. aft. Not Paid
11. Mutton, lamb, and wool production				
12. Commercial vegetable production				
13. Food production and pro- cessing for home consump- tion				
14. Sugar beet production				
15. Field crop seed production				
16. Typing				
17. Shorthand				
18. Watch making				
19. General sheet metal work				
20. Shoe repair				
21. Typewriter repair				
22. Beauty culture				
23. Salesmanship				
24. Merchandising				
25. Bookkeeping				
26. Accounting				
27. Office practice				
28. Carpentry				
29. Cabinet making				
30. Plumbing				
31. Electrical Repair				
32. Radio repair				
33. Dietary aids				



Name of person requesting permission to take classes. \_\_\_\_\_

Address: \_\_\_\_\_

Age: \_\_\_\_\_

When and where do you hope to relocate? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are there training possibilities in your present job that interest you? \_\_\_\_\_

\_\_\_\_\_

Do you wish to shift to some other job in order to secure training? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

HAVE YOU FURNISHED ALL OF THE INFORMATION REQUESTED?



# RESIDENTS CAN SECURE VOCATIONAL TRAINING

居住者諸君は職業的訓練を受けることが出来ます

It seems probable that a number of Vocational Courses can be offered to the Residents of the Center during the next few months. Since a number of these courses will be given by State Administered Agencies such as the O.S.Y.A. and War Production Training Representatives, we must get the following information from every interested person in the Center before specific plans for the courses can be made. Because of the nature of some of the courses it has been thought best to set them up on a full-time basis so that the training can be completed within a reasonable time. Courses may be offered on any one of the bases noted below. Note those conditions under which you would be willing to take the courses you desire. For example; if you prefer to take a woodworking course in the evening but would be willing to take it on a full-time non-paid basis, place a (1) in the square under 'evenings not paid' and a (2) in the square under '44 hr. not paid'. It has not been decided yet whether payment can be made to individuals while taking full-time courses. Registration in each class will be limited to twelve individuals. Number at the right hand side of the page the courses you wish to take, in the order of your preference.

## REQUEST FOR VOCATIONAL TRAINING 職業的訓練の願出で。

If training facilities can be arranged, I would like to take  
若し訓練の便宜が計らるゝならば、私は次の諸課程を  
the following courses:  
とり度いと思ひます

	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
	一週四十時間 無給	一週四十時間 十二圓給	夜間無給	午後四時間無給
1. Truck and tractor repair トラック及トラクターの修繕				
2. Auto mechanics 自動車職工				
3. Metal work 金物工				
4. Woodworking 木工				
5. Elementary electricity 初歩電気等				
6. Farm machinery and equipment repair 農業機械及用具の修繕				
7. Milk production 牛乳生産				
8. Poultry meat production 家禽(鳥)肉生産				
9. Egg production 鶏卵生産				
10. Pork production 豚肉生産				



	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
	週 四十四時間 無給	週 四十四時間 十二弗給	夜間無給	午後四時無給
11. Beef production 牛肉生産				
12. Mutton, lamb, and wool 羊肉、小羊肉、及び 羊毛生産 production				
13. Commercial vegetable 商品野菜生産 production				
14. Food production and pro- cessing for home consumption 食料生産及家庭消費への過程				
15. Sugar beet production 砂糖大根生産				
16. Field crop seed production 田園作物種子生産				
17. Typing タイピング				
18. Shorthand 速記				
19. Watch making 時計職				
20. General sheet metal work 一般板金細工				
21. Shoe repair 靴修理				
22. Typewriter repair タイプライター修理				
23. Beauty culture 美容術				
24. Salesmanship 販賣術				
25. Merchandising 貿易				
26. Bookkeeping 簿記				
27. Accounting 計算術				
28. Office practice 事務実地				
29. Carpentry 大工				
30. Cabinet making 指物職				
31. Plumbing(パイピング) 鉛管工事				
32. Electrical repair 電気に関する修繕				
33. Radio repair ラジオ修繕				



	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
34. Dietary aids 食餌 手當	週 四十時間 無 給	週 四十時間 十二 奉 給	夜間 無 給	午後 四時間 無 給
35. Baking ベーキング (ブレッド、ケーキ等の製造法)				
36. Turkey raising 七面鳥 飼養				
37. Commercial art 商業 用 美術				
38.				
39.				
40.				

Name of person requesting permission to take classes.  
入 学 志 願 者 の 氏 名

Address: \_\_\_\_\_ Age: \_\_\_\_\_  
住 所 年 齢

When and where do you hope to relocate?  
何 時、何 處 に 貴 下 は 転 住 し や う と 思 っ て お い だ ず か

Are there training possibilities in your present job that  
貴 下 に 関 係 あ る 貴 下 の 現 在 の 仕 事 に て 練 習 し 得 る こ と は あ り ま せ ん か  
interest you?

Do you wish to shift to some other job in order to secure  
貴 下 は 訓 練 を 受 け る た め に 他 の 何 か の 仕 事 に 変 は り た い と お 思 ひ に  
training?  
な り ま す か



Penalty For Private Use to  
Avoid Payment of Postage, \$300

Notice to:

Address:



## SUPERVISORY PERSONNEL DEVELOPMENT

### A. WHY A JOB ANALYSIS IS NECESSARY

"I can't make heads or tails of this job. I don't think I'll ever learn it."

"Nobody ever showed me that trick before -- and I've spoiled a lot of good material because I didn't know how."

"The boss may know this job but he doesn't seem to know which part of it to show me first. He's got me all muddled up. He forgets to tell me what to watch out for until I have spoiled material or broken a tool or wasted a lot of time trying to figure out what had to be done -- and then bawls me out for being a dumbbell."

1. Such remarks of new employees trying to learn a job suggests that anyone who gives training ought to look carefully at every detail of the job and think of the order in which these details can best be learned, before attempting to teach them to someone else.
2. The instructor, because he is experienced, has been accustomed to paying attention only to the "fine points" of the job -- quality requirements, alignment of parts, uniformity of materials, workman-like finish, speed, etc.
3. The new man, on the other hand, has to pay attention to such simple things as what to do with his hands, where to look with his eyes, what parts of the operation to do first, how hard to push on a lever, how the material or the machine reacts to his effort, etc., aspects of the job which an experienced man overlooks because they are second nature to him.
4. The instructor needs somehow to get back to the simple and elementary points of the job where the learner will have to begin. One of the most convenient ways for an instructor to do this is to sit down in front of the job with a pencil and paper and analyze it, with the problems of the learner in mind.
5. What we consider as "standard manufacturing" and "mass production" has been evolved by the use of job analysis, simplification and improvement. All of it has come about through the application of experience acquired over a long period of time. Some of it has been worked out in the plant by the personnel assigned to the job.
6. In the practical application of the principles of analysis, simplification and improvement, men learn by doing -- and profiting by their mistakes. A careful study of the details of the job



## SUPERVISORY PERSONNEL DEVELOPMENT

will result in its simplification and improvement.

7. To simplify a job, it is necessary to analyze it. To analyze it, it is necessary to carefully examine it in detail -- break down each step into its elements just as they occur, and in their proper sequence, just as the job would be done by an experienced worker who really knows how to do it -- or who does it by "second nature".
8. This careful examination of the details of doing the job should be supplemented by a carefully worked-out list of what the worker must know in order to do the job properly -- properties of materials, care of tools and machines, safety rules to follow, critical points to watch, touch, "feel" judgment factors, and so on.
9. To improve a job, it is necessary to take each one of the elements (or operations) and study how to do that operation more quickly, with fewer motions, less power, using more effective tools, and with greater safety.
10. Now let us examine in detail, the steps to follow in making an analysis of a job.



## SUPERVISORY PERSONNEL DEVELOPMENT

### B. HOW TO ANALYZE A JOB FOR INSTRUCTION

1. Begin by following each part of the job through slowly and carefully, writing down in detail what the worker must DO, and what information he has to KNOW, to do the job properly. Do this by carrying out the following nine steps:

1. Outline the working sequence.
2. Lay out the motion sequence on repetitive parts of the operation.
3. Add safety and health precautions.
4. Add quality requirements.
5. Add notes on waste prevention.
6. Add notes on judgment factors.
7. Add supplementary information.
8. Add expected output.
9. Add learning and teaching aids.

2. You will not always carry your analysis through all of these steps. That depends on the nature of the job and the amount of training required for each operation. But the steps show the order in which a complete analysis of a job from the learner's point of view can be worked out and written up.

3. Before going on with the writing of the analysis, a word about the form in which you write it up. Do not feel obliged to make an elaborate, typewritten write-up, especially at first.

4. The form is not so important as the fact that you make the analysis. Your notes in their original rough form, just as you pencil them down, are vastly better than no written analysis of the job at all. Begin to use them in rough form right away, as you are giving instruction, keeping them handy and making additions from time to time.

5. Here are two schemes which different instructors have found convenient for arranging their notes:

Get a number of ordinary blank filing cards, size 4 x 6 inches, and write down each part of the job on a separate card. This allows space on each card for the more detailed notes indicated in the later steps of the analysis; or if necessary, additional cards can be used.

Arrange the whole set in working sequence or any other order which is most useful and convenient. Cards are easy to rearrange in making your teaching plans. If you want to see several of them at once, they can be conveniently spread out on a table.

Another scheme is to get a large sheet of heavy paper, 24 x 36 inches, or larger, on which your whole analysis can be laid out in chart form. Rule it in several vertical columns and write down your "working sequence" (step 1) in the first column. Use the remaining columns for arranging the notes you make in steps 2 to 9.



## SUPERVISORY PERSONNEL DEVELOPMENT

6. Each of the steps in the analysis sequence will now be explained more fully.

Step 1. The Working Sequence. On a blank sheet of paper, lay out three columns and write in the following headings:

- a. What he does
- b. What he needs in order to do the job
- c. Critical points to watch

Watch the job as it is being done by an experienced worker. Follow each operation slowly and carefully, and write down, in the first column, these operations as he does them, in the exact order of their occurrence. This is the "working sequence".

At the first trial you will probably list only a few of the main operations, overlooking the details. Later you will find that you can break many of the more complicated operations into smaller units, or elements.

Where this information is available in the manufacturing layout, as it often is, use it. If you assume to "know" from experience, you may be overlooking some of the finer points about the job which are clearly written up or shown in the blue prints, specifications, and any other material supplied by the planning engineers. But where this information is not available, work up the outline of operations from the job itself, as explained above.

In the second column, parallel and opposite to each operation, write in a list of the things the worker needs in order to do the job. This list should include tools, machines, materials, assistance, etc. It may also include factors affecting his comfort and safety, adequate light, ventilation, etc.

In the third column, list the critical points of the operations that must be carefully observed in order to make the operation successful and safe. In this column may also be listed items of information which he must know in order to do the job. This is frequently called "shop knowledge". It is sometimes desirable to list also the trade or supplementary information that it is well for the learner to have. A fourth column is recommended for this latter type of information.

Step 2. Motion Sequence. The next step in making an instructor's job analysis is to break down the more repetitive parts of the job into an exact motion sequence. This step applies not only to very simple jobs consisting of a single repetitive operations, but also to repetitive parts of more complex jobs having a longer operating cycle.

Although the making of a complete motion analysis is a technical process requiring special training, you can make a practical analysis of motion sequence on most simple operations by watching carefully over and over, the detailed motions which you or some other expert operator makes as he performs the operation.



## SUPERVISORY PERSONNEL DEVELOPMENT

Write down on the left half of a page the exact movements which the operator makes with his left hand, left arm, or left foot in the exact order in which he makes them. On the right hand side of the page, exactly opposite each of these movements, write down the movements which the operator makes with his right hand, arm or foot simultaneously with each of the left hand movements.

This is a good place to consider better ways of doing the job you are analyzing. Your study of repetitive motions may have shown you that the job, as it is being done, is wasteful of time or energy. Perhaps you can see a better motion sequence than the one you have been following or which you have been watching some other experienced operator use.

This is a good time to experiment with the repetitive parts of the job to see if the worker's motions can be improved. Instructors are often able to make important savings, both in time and in worker's effort, by suggesting ways to improve worker's motions on the job without altering the standard layout of the job.

Step 3. Safety and Health Precautions. So far you have been looking only at the order or sequence in which each part of the job is to be done. Now look over the whole job again, thinking of the safety and health precautions which you will want to teach beginners on this job, and if possible, the reasons for them. Pick out all the safety and health points and write them down with precautions to be taken by the operator. These should include consideration of and responsibility for the safety of self, of others, of material, of tools, of machines, and of operations.

Step 4. Quality Requirements. At the proper places in your analysis, write down the gage limits for each part of the operation and, if possible, note the reasons for these requirements. Add the feeds and speeds of machines, if within the operator's control. Add notes about the quality of supplies and materials, where and how defects are likely to appear, and what to do about defective material. Include notes on appearance and workmanlike finish of the job. These should also include:

- a. A thorough knowledge of the blueprint.
- b. A study of specifications to be met.
- c. An analysis of the tolerances, limits, requirements, etc.
- d. Kind of material
- e. Condition of tools, etc.

Step 5. Waste Prevention. Add precautions about operating errors which have been common, resulting in wasted material, loss of time, or added cost. Include information about the care and use of each piece of equipment, cautions against abuse of materials and equipment. Study where WASTE can occur at each operation, and add such factors as will eliminate this waste. Following are examples:



## SUPERVISORY PERSONNEL DEVELOPMENT

- a. A dull drill or improperly conditioned one
- b. Loose gages, nests, or worn parts
- c. Sprung gages, templates, etc.
- d. Raw material -- off standard
- e. Poor and careless workmanship

Step 6. Judgment Factors. Go back over the whole job and make note of the troublesome points where the worker must exercise his own judgment, where he cannot be told exactly what to do, except in terms of what is happening -- points where he must be taught to "watch" this or that, and do certain things if such and such things occur in the materials, the equipment, or the product. For example, think of the judgments you must make when driving an automobile on icy or slippery roads. These "judgment points" must be drawn from the instructor's experience by going over each part of the job and looking for them.

For instance, judgments often have to be made, such as (a) recognizing a defect, (b) seeing just what is to be done to a part to bring it to the shop requirements, (c) recognizing what will happen to a part under certain conditions. Examples might include:

- a. Lessening of pressure on a drill "breaking through".
- b. Using indicators on machine work.
- c. Amount of drag to allow when using a micrometer
- d. Selecting the proper tool among a number available
- e. Setting the tension on a spring
- f. Knowing how hard to push on a lever
- g. Making adjustments to meet working conditions

Step 7. Supplementary Information. Make a list of machines, tools, fixtures, gages, and other equipment and indicate where each movable item is to be kept when not in use. If an orderly arrangement of the equipment has not been made, set one up before trying to teach the job. Add notes of how the product from this job fits into the larger finished product as a whole -- how it is used, what function it serves, why certain materials and design were required, and any other facts which will make the job more interesting and meaningful to the learner. Some examples include:

- a. Names of parts of the machine or tools
- b. Cost of tool, machine, and parts
- c. Fact that some of the tools and operations were devised by operators like the learner
- d. Interesting characteristics of the materials used
- e. Force which the machine exerts in performing the operation
- f. Special features of the machine
- g. Handbooks published by machine builders
- h. Data available in libraries, and elsewhere.
- i. The company's aim of "quality work", and how quality itself has practical limits.

Step 8. Output requirements. Add notes of the time allowed or the output expected for each separate part of the job and for the whole



## SUPERVISORY PERSONNEL DEVELOPMENT

job. This information can be obtained from the piece rate records. Get a fair average of what the output of this job should be for a unit of working time. A great deal can be done here to get the learner "at ease" by giving him an outline of a fair day's work.

Step 9. Learning and Teaching Aids. Make a list of sources where any material helpful in teaching the job may be found. These aids will include such things as catalogs, charts, standards, models, drawings, photographs, films, slides, and anything which can in any way contribute to a better understanding of the job on the part of the learner and which will help the instructor do a better job of training.

### General Suggestions on the Instructor's Job Analysis.

7. This concludes the explanation of the nine steps in writing an instructors job analysis. When the supervisor or instructor has finished these steps, and arranged all his notes in an orderly way, he has a written analysis of the job from the learner's point of view. It would be well, however, to review, analyze, revise and rearrange his work whenever and wherever the need becomes apparent.

8. Obviously, a thorough analysis cannot be made all at once. If it is laid away for a few days and then looked over again, new points present themselves. In the meantime, the instructor may be watching the job for items he missed before. He should continue to be watchful after he has a learner beside him -- when he is consciously trying to think in terms of the learner's thinking -- for that is the time when he will be most likely to take notice of details he overlooked before. If he can get the learner to ask questions it will help especially to show him the technical terms he is using which the learner does not understand.

9. In order to arrive at a more thorough understanding of the procedure to follow in analyzing a job, let us examine a typical job (to be selected by the members of the group) and break it down, by writing the data in detail in parallel columns somewhat as follows:

What he needs to do the job	What he does - Just as he does it.	What he must know - (Critical points)
See Sect. II	See Sect. II	See Sect. II

(1) Make a complete outline of the order in which operations are done, from the beginning operation through to the end, or finishing operation.



## SUPERVISORY PERSONNEL DEVELOPMENT

- (2) Lay out what he does with his left hand
- (3) Lay out what he does with his right hand
- (4) Lay out what he does with his feet
- (5) List what precautions he needs to take for his own safety and protection, and for the protection of his fellow workers.
- (6) Lay out the specifications, limits, tolerances, and requirements as to the quality of performance and of product.
- (7) Lay out the information he needs in order to do the job correctly.  
(See paragraph 28, SPD-A-III-A) Include such items as:
  - (a) Care and use of tools and equipment
  - (b) Following specifications carefully and accurately
  - (c) Care in positioning work
  - (d) Performing operations properly
  - (e) Handling materials safely and efficiently
  - (f) Proper use of gages and measuring tools
- (8) Indicate what the expected output of the job should be
  - (a) Cite previous highs and lows
  - (b) Cite average output, per unit of time.
  - (c) Include other examples of output.
- (9) List other important points where he will have to use his own judgment, while doing the job.  
(This is a important factor of job planning as most waste occurs from the exercise of poor judgment on the part of the worker. This angle should be emphasized as much as possible.)
- (10) List the information he should know about the tools, machine, materials, etc., in order to do a good job, such as:
  - (a) Machine parts and names
  - (b) Positions, feeds, speeds
  - (c) Selection of tools required, etc.
- (11) List any additional information available, or sources from which it may be obtained.
  - (a) Handbooks
  - (b) Manufacturer's data books
  - (c) Catalogs (when suitable)
  - (d) Reference books with names of publishers and date of publication.
- (12) Give general information as to how it has been successfully done by others.



H.R. 73  
*P.H.M.*

ADULT EDUCATION ENROLLMENT AND  
ATTENDANCE FOR WEEK ENDING  
April 3, 1943

	ENROLLMENT		TOTAL ENROLLMENT	ATTEND- ANCE
	M	F		
1. Art School	416	315	731	414
2. Basic English	27	213	240	201
3. Music School	121	404	525	261*
4. Flower Arrangement	8	381	389	334
5. Artificial Flower Making	2	198	200	200
6. Sewing School		930	930	691
7. Lecture for Non-English Speaking Residents	616	50	616	666
8. Evening Classes	146	87	233	233
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	1336	2578	3914	3000

1. Number of Classes Held:	Art School	39
	Basic English	21
	Music School	17
	Flower Arrangement	22
	Art. Flower Making	10
	Sewing School	50
	Lectures	9
	Evening Classes	30
	<hr/>	<hr/>

Total Number of Classes Held  
In the Adult Education Dept.      198

2. Individual Lessons Taught:      228

\*Decreased attendance in the Music School is due to the illness of teachers and the lack of available substitutes for them.



COURSE	CLASS(x) or INDIV*	DAY	TIME	PLACE	INSTRUCTOR	ENROLL		TOTAL
						M	F	ENROLL ATT
SEWING SCHOOL								
1. Draft.& Sew.	x	Mon	A.M.	Rec.5	Mrs. Suzuki	22	22	19
2. "	x	Mon	A.M.	Rec.5	Miss Nakahara	8	8	8
3. "	x	Mon	A.M.	Rec.35	Mrs. Katagihara	31	31	20
4. "	x	Mon	P.M.	Rec.5	Mrs. Suzuki	20	20	13
5. "	x	Mon	P.M.	Rec.5	Miss Nakahara	6	6	3
6. "	x	Mon	P.M.	Rec.35	Mrs. Katagihara	33	33	19
7. "	x	Wed	A.M.	Rec.5	Mrs. Katagihara	28	28	16
8. "	x	Wed	A.M.	Rec.35	Mrs. Suzuki	31	31	30
9. "	x	Wed	A.M.	Rec.35	Miss Nakahara	13	13	6
10. "	x	Wed	P.M.	Rec.5	Mrs. Katagihara	19	19	12
11. "	x	Wed	P.M.	Rec.5	Mrs. Suzuki	18	18	17
12. "	x	Wed	P.M.	Rec.5	Miss Nakahara	15	15	13
13. "	x	Th	A.M.	Rec.5	Mrs. Katagihara	20	20	12
14. "	x	Th	A.M.	Rec.35	Mrs. Suzuki	25	25	17
15. "	x	Th	A.M.	Rec.35	Miss Nakahara	17	17	15
16. "	x	Fri	P.M.	Rec.5	Mrs. Suzuki	22	22	19
17. "	x	Fri	P.M.	Rec.5	Miss Nakahara	9	9	5
18. "	x	Fri	P.M.	Rec.5	Mrs. Katagihara	31	31	19
19. "	x	Sat	P.M.	Rec.35	Mrs. Suzuki	18	18	18
20. "	x	Sat	P.M.	Rec.35	Miss Nakahara	33	33	25
21. "	x	Sat	P.M.	Rec.35	Mrs. Katagihara	20	20	14
22. Children's Gmt	x	Mon	A.M.	Rec.5	Mrs. Shimizu	23	23	15
23. "	x	Mon	P.M.	Rec.5	"	21	21	11
24. "	x	Wed	A.M.	Rec.5	"	27	27	15
25. "	x	Wed	P.M.	Rec.35	"	18	18	15
26. "	x	Th	A.M.	Rec.35	"	21	21	21
27. "	x	Fri	P.M.	Rec.35	"	27	27	19
28. "	x	Sat	P.M.	Rec.5	"	18	18	10
29. Sports Clothes	x	Mon	A.M.	Rec.35	Mrs. Futatsuki	16	16	15
30. "	x	Wed	A.M.	Rec.35	"	18	18	16
31. "	x	Th	A.M.	Rec.5	"	23	23	21
32. "	x	Fri	P.M.	Rec.35	"	22	22	17
33. "	x	Sat	P.M.	Rec.5	"	25	25	20
34. Decorative wk.	x	Sat	A.M.	Rec.5	Mr. Kusunoki	19	19	14
35. "	x	Sat	P.M.	Rec.35	"	20	20	15
36. Needlecraft	x	Mon	P.M.	41-7-EF	Miss Kondo	4	4	4
37. "	x	Tue	P.M.	41-7-EF	Mrs. Tokunaga	14	14	14
38. "	x	Wed	A.M.	41-7-EF	Miss Iida	4	4	4
39. "	x	Wed	P.M.	41-7-EF	"	11	11	11
40. "	x	Th	P.M.	41-7-EF	"	9	9	9
41. "	x	Fri	A.M.	Rec.5	"	12	12	12
42. "	x	Sat	A.M.	Rec.5	"	6	6	6
43. Draft.& Sew.	x	Mon	A.M.	Rec.35	Mrs. Harada	19	19	18
44. "	x	Mon	P.M.	Rec.35	"	18	18	10
45. "	x	Wed	A.M.	Rec.35	"	19	19	15
46. "	x	Wed	P.M.	Rec.35	"	17	17	8
47. "	x	Th	A.M.	Rec.5	"	12	12	9
48. "	x	Fri	P.M.	Rec.35	"	11	11	6
49. "	x	Sat	P.M.	Rec.5	"	37	37	21



COURSE	CLASS INDIV:	DAY	TIME	PLACE	INSTRUCTOR	ENROLL		TOTAL	ATT
						M	F	ENROLL	
1. Orchestra	x	Sun	P.M.	32	Mr. F. Iwanaga	4	8	12	9
2. Violin	*	Tue	P.M.	1-6-A	"	1	1	2	2
3. "	*	Th	P.M.	1-6-A	"	1		1	1
4. "	*	Fri	P.M.	1-6-A	"	1	1	2	2
5. "	*	Sat	A.M.	1-6-A	"	1	2	3	3
6. "	*	Tue	Eve	1-6-A	Mr. M. Yoshida	2	1	3	2
7. "	*	Th	Eve	1-6-A	"	2	1	3	2
8. "	*	Fri	Eve	1-6-A	"		1	1	1
9. "	*	Sat	P.M.	1-6-A	"		4	4	4
10. Utai	*	Fri	Eve	32-6-F	Mrs. Y. Nishiyama	7	2	9	9
11. "	x	Sat	Eve	32-6-F	"	9	5	14	11
12. "	x	Sun	Eve	32-6-E	"	11	4	15	14
13. "	*	Mon	Eve	32-6-E	"	7	3	10	10
14. "	*	Tue	Eve	32-6-E	"	7	3	10	12
15. "	*	Wed	Eve	32-6-E	"	7	2	9	7
16. "	*	Th	Eve	32-6-E	"	8	1	9	17
17. Piano	*	Mon	P.M.	1-6-C	Miss H. Takahashi		6	6	6
18. "	*	Tue	Eve	1-6-C	"	1	2	3	3
19. "	*	Wed	P.M.	1-6-C	"		2	2	2
20. "	x	Wed	P.M.	1-6-C	"		5	5	5
21. "	*	Th	Eve	1-6-C	"		5	35	1
22. "	*	Fri	Eve	1-6-C	"		2	2	2
23. "	x	Fri	P.M.	1-6-C	"		6	6	5
24. "	x	Fri	A.M.	8-11-CD	"		7	7	7
25. "	*	Sat	A.M.	8-11-D	"		4	4	4
26. "	*	Sat	P.M.	1-6-C	"	1	3	4	3
27. "	x	Sat	P.M.	1-6-C	"	1	7	8	4
28. Solfeggio	*	Mon	P.M.	1-6-D	Emiko Komiya		3	3	3
29. "	x	Mon	P.M.	1-6-D	"		7	7	7
30. "	x	Tue	P.M.	1-6-D	"		5	5	5
31. "	x	Wed	Eve	1-6-D	"		3	3	3
32. "	*	Thur	Eve	1-6-D	"		3	3	3
33. "	x	Th	Eve	1-6-D	"		4	4	4
34. "	*	Fri	P.M.	1-6-D	"		5	5	5
35. "	*	Sat	A.M.	1-6-B	"		8	8	8
36. "	x	Sat	P.M.	1-6-B	"	2	16	18	18
37. "	*	Tue	A.M.	1-6-B	"		1	1	1
38. Piano	*	Mon	Eve	1-6-D	Miwa Kai		2	2	2
39. "	*	Tue	Eve	1-6-D	"	2	1	3	2
40. "	*	Wed	P.M.	1-6-D	"		6	6	5
41. "	*	Th	P.M.	1-6-D	"	3	6	9	8
42. "	*	Fri	Eve	1-6-D	"		2	2	2
43. "	*	Sat	P.M.	1-6-D	"		12	12	12
44. "	x	Sat	P.M.	1-6-D	"		2	2	2
45. Piano	*	Mon	A.M.	1-6-C	Mr. N. Tani	1	3	4	3
46. "	*	Tue	P.M.	1-6-C	"		4	4	4
47. "	*	Wed	P.M.	1-6-C	"		4	4	4
48. "	*	Th	P.M.	1-6-C	"	2	4	6	6
49. "	*	Fri	P.M.	1-6-C	"	1	3	4	4
50. "	*	Sat	A.M.	1-6-C	"		5	5	5
51. "	*	Sat	P.M.	8-11-C	"		6	6	6
52. "	*	Sun	A.M.	1-6-C	"	1	1	2	2



COURSE	CLASS	DAY	TIME	PLACE	INSTRUCTOR	ENROLL		TOTAL	
	INDIV *					M	F	ENROLL	ATT
MUSIC SCHOOL - continued									
53. Piano	x	Sat	A.M.	1-6-B	A. Yamaguchi		11	11	11
54. "	x	Sat	P.M.	8-10-AB	"	2	8	10	10
55. "	x	Mon	P.M.	1-6-B	"	2		2	2
56. "	x	Mon	Eve	1-6-B	"		4	4	4
57. "	x	Tue	Eve	1-6-B	"		2	2	2
58. "	x	Tue	Eve	1-6-B	"		1	1	1
59. "	x	Wed	P.M.	1-6-B	"		4	4	1
60. "	x	Wed	P.M.	1-6-B	"		2	3	3
61. "	x	Th	Eve	1-6-B	"		2	2	2
62. "	x	Th	Eve	1-6-B	"		3	3	3
63. "	x	Fri	P.M.	1-6-B	"	1	4	5	5
64. Piano	* Sat	P.M.	1-6-E	Whiyeko Takahashi			7	7	7
65. "	x Sat	P.M.	1-6-E	"		1	5	6	6
66. "	* Mon	Eve	1-6-B	"			2	2	2
67. "	* Tue	P.M.	1-6-B	"			5	5	4
68. "	* Wed	Eve	1-6-B	"			2	2	1
69. "	x Wed	Eve	1-6-B	"			3	3	3
70. "	* Th	P.M.	1-6-B	"		2	1	3	2
71. "	x Th	P.M.	1-6-B	"		1	2	3	3
72. "	* Fri	Eve	1-6-B	"		2		2	2
73. "	x Fri	Eve	1-6-B	"			4	4	4
74. Violin	* Mon	P.M.	8-9-A	Kazuko Hoshiga			2	2	2
75. "	* Tue	P.M.	8-9-A	"		1	1	2	1
76. "	* Wed	P.M.	8-9-A	"			1	1	1
77. "	* Th	P.M.	8-9-A	"			3	3	2
78. "	* Fri	P.M.	8-9-A	"			3	3	2
79. "	* Sat	A.M.	8-9-A	"		1	4	5	3

#### ART SCHOOL

1. Still Life	x	Mon	A.M.	Rec.7	Mrs.H. Hibi	4	3	7	3
2. "	x	Tue	A.M.	Rec.7	"	4	3	7	3
3. "	x	Th	A.M.	Rec.7	"	4	3	7	3
4. Elem.Drawing	x	Wed	P.M.	Rec.37	"	12	13	25	5
5. "	x	Sun	P.M.	Rec.37	"	12	13	25	24
6. Elem.Drawing	x	Sat	A.M.	Rec.7	"	36	19	55	25
7. Clay Modeling	x	Sat	P.M.	Rec.7	"	36	19	55	10
8. Port.Painting	x	Mon	P.M.	Rec.7	Mr. M. Hibi	5	7	12	7
9. Sculpture	x	Wed	A.M.	Rec.7	"	4	3	7	6
10. Costume Sketch	x	Wed	P.M.	Rec.7	"	10-	8	18	15
11. Portrait Paintg.	x	Th	P.M.	Rec.7	"	5	7	12	7
12. Costume Sketch	x	Th	Eve	Rec.37	"	10	8	18	15
13. Landscp.paint.	x	Fri	A.M.	Rec.37	"	8	12	20	8
14. Costume Sketch	x	Fri	Eve	Rec.7	"	10	8	18	15
15. Port.painting	x	Sat	P.M.	Rec.7	"	5	7	12	7
16. Fig.Portrait	x	Mon	Eve	Rec.37	Mr. F. Taira	6	2	8	6
17. "	x	Tue	P.M.	Rec.37	"	3	2	5	3
18. "	x	Wed	Eve	Rec.37	"	6	2	8	7
19. "	x	Th	Eve	Rec.37	"	6	2	8	6
20. "	x	Fri	P.M.	Rec.37	"	3	2	5	3
21. "	x	Fri	Eve	Rec.37	"	7	2	9	7
22. "	x	Sat	A.M.	Rec.7	"	3	2	5	3



COURSE	CLAS(X) or INDIV*	DAY	TIME	PLACE	INSTRUCTOR	EMROLL		TOTAL	
						M	F	ENROLL	ATT
ART SCHOOL - continued									
23. Freehand br.	x	Mon	A.M.	Rec.7	Mr. C. Obata	15	15	30	17
24. "	x	Wed	A.M.	Rec.7	"	15	15	30	14
25. "	x	Fri	A.M.	Rec.7	"	15	15	30	14
26. "	x	Th	P.M.	Rec.7	"	11	6	17	6
27. "	x	Tue	Eve	Rec.37	"		12	12	6
28. Design	x	Wed	Eve	Rec.7	"		18	18	6
29. Fly-Tying	x	Mon	P.M.	Rec.7	Mr. H. Fujita	5		5	5
30. "	x	Tue	P.M.	Rec.37	"	4		4	3
31. "	x	Wed	P.M.	Rec.37	"	4		4	4
32. "	x	Wed	Eve	Rec.37	"	5		5	3
33. "	x	Th	P.M.	Rec.7	"	2	1	3	2
34. "	x	Th	Eve	Rec.37	"	6		6	6
35. Oil, W.C. Draw.	x	Mon	A.M.	Rec.37	Mr. T. Iyama	4	5	9	7
36. "	x	Tue	P.M.	Rec.7	"	4	5	9	6
37. "	x	Tue	Eve	Rec.7	"	5	6	11	7
38. "	x	Wed	Eve	Rec.37	"	5	6	11	9
39. "	x	Fri	A.M.	Rec.7	"	4	5	9	8
40. "	x	Fri	P.M.	Rec.7	"	4	5	9	4
41. "	x	Sat	P.M.	Rec.37	"	1	12	13	11
42. "	x	Mon	P.M.	Rec.37	T. Tsuzuki	18	7	25	13
43. "	x	Mon	Eve	Rec.7	"	18	7	25	5
44. "	x	Tue	P.M.	Rec.7	"	18	7	25	20
45. "	x	Wed	P.M.	Rec.7	"	18	7	25	15
46. "	x	Th	P.M.	Rec.37	"	18	7	25	15
47. "	x	Fri	Preparation and study						
48. "	x	Sat	P.M.	Rec.7	"	18	7	25	20

#### BASIC ENGLISH

1. Intermediate	x	TThS	P.M.	8-7-C	T. Suyemoto	12	15	17	17
2. "	x	MWF	P.M.	8-7-C	"		1	1	1
3. L. Intermediate I	x	MWF	P.M.	41-7-C	J. Takahashi	16	16	16	15
4. " II	x	MWF	A.M.	41-7-C	"		9	9	7
5. " III	x	TThS	P.M.	41-7-C	"		11	11	9
6. Intermediate	x	MWF	P.M.	41-7-CD	T. Nakayama		13	13	9
7. Advanced	x	MWF	Eve	32-2-CD	"		15	15	9
8. "	x	TThS	P.M.	41-7-AB	"		8	8	6
9. Intermediate	x	MWF	P.M.	8-7-D	T. Katayama	2	8	10	8
10. L. Intermediate	x	TThS	P.M.	8-7-D	"	1	9	10	8
11. Intermediate	x	MWF	P.M.	8-7-D	"	4	1	5	5
12. L. Intermediate	x	MWF	Eve	8-7-D	"		2	2	2
13. Elementary	x	MWF	A.M.	8-7-C	A. Inukai		18	18	15
14. "	x	MWF	P.M.	8-7-C	"	16		16	13
15. L. Intermediate	x	TThS	P.M.	8-7-C	"	2	15	17	15
16. Advanced	x	MWF	Eve	32-2-EF	Mrs. J. Shiraki		9	9	7
17. Elementary	x	MWF	P.M.	41-7-AB	T. Ishikawa		7	7	5
18. "	x	MWF	A.M.	41-7-AB	"		7	7	7
19. L. Intermediate	x	MWF	Eve	32-1-EF	"		15	15	14
20. L. Intermediate	x	TThS	P.M.	41-7-D	M. Fujita		11	11	11
21. "	x	MWF	A.M.	41-7-D	"		10	10	8
22. "	x	MWF	Eve	32-1-B	"		13	13	10



COURSE	CLASS(X) or INDIV*	DAY	TIME	PLACE	STRUCTOR	ENROLL M F	TOTAL ENROLL ATT
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### EVENING SCHOOL

1. Algebra	x Mon	Eve	32-1-CD	Mr. J. Izumi	8	8	8
2. Trigonometry	x Mon	Eve	32-1-CD	"	8	8	8
3. Radio Repair	x Mon	Eve	32-Chem.	Mr. F. Fukuda	-	-	-
4. Elem.Shorthand	x Tue	Eve	32-3-CD	A. Kajiwara		4	4
5. Arithmetic	x Tue	Eve	32-4-B	S. Kusuda	7	2	9
6. Carpentry	x Tue	Eve	32-7-BC	Mr. J. Miyata	13		13
7. First Aid	x Tue	Eve	32-5-CD	Mr. T. Kashima	1	12	13
8. Interm.Shorthand	x Tue	Eve	32-2-EF	Miss T.Hashimoto		14	14
9. Penmanship	x Tue	Eve	32-5-EF	Mr. T.Tsukamoto	4	3	7
10. Elem.Bookkpg.	x Wed	Eve	32-5-EF	Mr. T.Tsukamoto	4	1	5
11. Algebra	x Wed	Eve	32-4-B	Mr. S. Kusuda	7	2	9
12. Trigonometry	x Wed	Eve	32-1-CD	Mr. J. Izumi	6		6
13. Algebra	x Wed	Eve	32-1-CD	"	9		9
14. Cabinet Making	x Wed	Eve	32-7-BC	Mr. J. Miyata	10		10
15. First Aid	x Wed	Eve	32-5-CD	Mr. T. Kashima	1	11	12
16. Radio Repair	x Wed	Eve	32-Chem	Mr. F. Fukuda	3		3
17. Interm.Shorthand	x Th	Eve	32-2-EF	Miss T. Hashimoto		10	10
18. Algebra	x Th	Eve	32-4-B	Mr. S. Kusuda	7	2	9
19. Carpentry	x Th	Eve	32-7-BC	Mr. J. Miyata	14		14
20. First Aid	x Th	Eve	32-5-CD	Mr. T. Kashima	1	11	12
21. Phonetics	x Th	Eve	32-2-CD	Miss E. Henderson	5	4	9
22. Radio Repair	x Th	Eve	32-Chem	Mr. F. Fukuda	-	-	-
23. Penmanship	x Th	Eve	32-5-EF	Mr. T. Tsukamoto	7	8	15
24. Elem.Shorthand	x Fri	Eve	32-2-AB	Miss M. Fujita	-	-	-
25. Elem.Bookkpg.	x Fri	Eve	32-5-EF	Mr. T. Tsukamoto	5	1	6
26. Algebra	x Fri	Eve	32-1-CD	Mr. J. Izumi	-	-	-
27. Trigonometry	x Fri	Eve	32-1-CD	"	-	-	-
28. Mathematic	x Fri	Eve	32-4-B	Mr. S. Kusuda	5	2	7
29. Cabinet Making	x Fri	Eve	32-7-BC	Mr. J. Miyata	15		15
30. First Aid	x Fri	Eve	32-5-CD	Mr. T. Kashima	-	-	-
31. Radio Repair	x Fri	Eve	32-Chem	Mr. F. Fukuda	6		6

### ARTIFICIAL FLOWER MAKING

1. Art.Flwr.Makg.	x Mon	A.M.	Rec.20	Mrs. K.Hashimoto	7	7	7
2. "	x Mon	P.M.	Rec.20	"	8	8	8
3. "	x Mon	Eve	Rec.20	"	9	9	9
4. "	x Tue	A.M.	Rec.20	"	8	8	8
5. "	x Tue	P.M.	Rec.20	"	9	9	9
6. "	x Wed	A.M.	Rec.20	"	7	7	7
7. "	x Wed	P.M.	Rec.20	"	10	10	10
8. "	x Th	A.M.	Rec.20	"	7	7	7
9. "	x Th	P.M.	Rec.20	"	11	11	11
10. "	x Fri	A.M.	Rec.20	"	7	7	7
11. "	x Fri	P.M.	Rec.20	"	9	9	9
12. "	x Mon	Eve	32-3-EF	Mrs. K. Kamachi		9	9
13. "	x Tue	Eve	32-3-Ef	"	1	29	30
14. "	x Wed	A.M.	D.H.8	"		10	10
15. "	x Wed	Eve	32-3-EF	"		16	16
16. "	x Th	Eve	32-3-EF	"	1	27	28
17. "	x Fri	Eve	32-3-EF	"		15	15



COURSE	CLASS(X)	DAY	TIME	PLACE	INSTRUCTOR	ENROLL		TOTAL	
	INDIV*					M	F	ENROLL	ATT

### LECTURES FOR NON-ENGLISH SPEAKING RESIDENTS

1. American History	x	MW	Eve	32-4-EF	K. Akiya	52	52	52	52
2. Hist. of Utah	x	TTh	Eve	32-4-EF	Nishimura	31		31	31
3. Foreign Affairs	x	Tth	Eve	32-4-EF	H. Ikeda	32		32	32
4. American Law	x	MW	Eve	32-4-EF	Morozumi	45		45	45
5. Current Events	x	Fri	Eve	D.H.4		300	50	350	350
6. Reloc. Lect.	x	Tue	Eve	D.H.9	T. Asaeda	36		36	36
7. of Illinois	x	Wed	Eve	D.H.13	"	42		42	42
8. "	x	Th	Eve	D.H.30	"	45		45	45
9. "	x	Fri	Eve	D.H.34	"	33		33	33

### FLOWER ARRANGEMENT CLASS

1. Enshu Style	x	Mon	P.M.	40-12-D	Y. Yasui		21	21	21
2. "	x	Tue	P.M.	40-12-D	"	3	16	19	19
3. "	x	Wed	P.M.	40-12-D	"		20	20	20
4. "	x	Th	P.M.	40-12-D	"	2	30	32	32
5. "	x	Fri	P.M.	40-12-D	"		18	18	18
7. "	x	Fri	P.M.	40-12-D	"	2	7	9	9
8. "	x	Sat	P.M.	40-12-D	"	1	8	9	9
9. Ike-nobo	x	Mon	P.M.	12-8-F	Mrs. Mizuta		11	11	11
10. "	x	Mon	P.M.	12-8-F	"		7	7	7
11. "	x	Tue	A.M.	12-8-F	"		20	20	20
12. "	x	Tue	P.M.	12-8-F	"		15	15	15
13. "	x	Wed	P.M.	12-8-F	"		15	15	15
14. "	x	Th	A.M.	12-8-F	"		23	23	23
15. "	x	Th	P.M.	12-8-F	"		4	4	4
16. "	x	Sat	P.M.	12-8-F	"		26	26	26
17. Mori-bana	x	Mon	Eve	Rec.5	Mrs. Obata		30	30	15
18. "	x	Tue	P.M.	Rec.5	"		35	35	18
19. "	x	Wed	P.M.	Rec.2	"		15	15	8
20. "	x	Th	P.M.	Rec.5	"		20	20	16
21. "	x	Fri	P.M.	Rec.37	"		40	40	28



RECOMMENDATIONS FOR THE FURTHER DEVELOPMENT OF  
THE PROGRAM OF VOCATIONAL EDUCATION  
AT THE CENTRAL UTAH RELOCATION CENTER, TOPAZ, UTAH

*Johnson - WA office*

Documentation

1. That factual evidence be assembled demonstrating that the program of vocational education at Topaz makes a direct contribution to center employment and relocation.
2. That objective data be prepared justifying at Topaz the expenditure of funds for vocational education.
3. That factual evidence be assembled demonstrating the carry-over from vocational training to employment success in the field for which training was completed by the worker.
4. That in all courses Progression Charts be developed for the purpose of recording individual student progress, class progress, scope of the course, related information, and other pertinent data. These charts to be the responsibility of the instructors concerned.
5. That these Progression Charts be displayed prominently in the shop for the examination of officials, students and visitors.
6. That in the office of the vocational training supervisor bar, line, or other graphs be maintained on the walls in attractive mounts for the purpose of picturing the current status of the vocational training program with respect to:
  - a. Courses in progress
  - b. Registrations
  - c. Makeup of classes
  - d. Completions
  - e. Carry-overs
  - f. Etc.
7. That the vocational training supervisor assist maintenance and other foremen concerned with instruction in developing functional record systems, and, in some cases, keep these records for them.
8. That a copy of the inventory of each shop of machines and tools (but not materials and supplies) be forwarded to the Washington vocational training committee.
9. That upon successful completion of a course sponsored under the vocational training program, a certificate of completion be awarded each student. A suggested form is attached.



10. That procedures be developed for terminating the program of vocational education at Topaz when the center is closed.
11. That the outline be developed now for the following terminal reports:
  - a. Final report of the vocational training supervisor
  - b. Final report of each vocational teacher

Supervisor (Responsibilities)

1. That the vocational training supervisor be responsible to the superintendent of schools.
2. That the curriculum responsibility of the vocational training supervisor include:
  - a. The content of the high school courses in vocational auto mechanics, vocational carpentry.
  - b. The content of the courses in advanced mechanical drawing.
  - c. The content of the high school courses in vocational agriculture.
  - d. The content and administration of all vocational courses for out-of-school youth and adults.
3. That in the discharge of these curriculum responsibilities the vocational training supervisor confer with qualified persons and groups as circumstance shall indicate, including the Project Director, the Chief of Community Management, the Superintendent of Schools, the High School Principal, the Center Vocational Training Committee, the vocational teachers, the heads and foremen of the several maintenance divisions, and others through whom and with whom relationships should be established and maintained.
4. That the vocational training supervisor concern himself with:
  - a. The in-service training of the vocational teachers
  - b. The development with all vocational teachers of effective shop management and housekeeping techniques
  - c. The development in all classes of factual records
  - d. Assisting teachers in the organization of subject matter for teaching purposes
  - e. Assisting teachers in the proper use of reference materials and teaching aids.



5. That the vocational training supervisor be relieved of assignments which will prevent him from spending the major part of his time and effort in the field:
  - a. Supervising instruction
  - b. Developing new courses
  - c. Evaluating general practice in every respect
  - d. Keeping records
  - e. Doing advanced planning
  - f. Solving problems of learners
  - g. Checking inventories of tools, machines, supplies
  - h. Recruiting learners
  - i. Maintaining public relations
6. That to meet the demands of this field work, the vocational training supervisor be provided with transportation.
7. That all phases of the vocational training program at Topaz be more closely supervised and controlled by the vocational training supervisor.
8. That when the vocational training supervisor is absent from the center, a qualified person be appointed to act in his place: such person to be duly acknowledged beforehand and invested with all necessary powers.
9. That the vocational training supervisor lead foremen and others to a realization of the value of sacrificing some production time for training.

Center Vocational Training Committee

1. That the personnel of the Vocational Training Committee be taken "across the board" of center activities.
2. That the vocational training supervisor be the executive secretary of the Vocational Training Committee and not its chairman.
3. That twelve copies of the approved minutes of each meeting of the center Vocational Training Committee be forwarded to Washington for the files of the Washington Vocational Training Committee and for distribution to other centers.
4. That the Vocational Training Committee determine to what extent WRA funds should or could be used to purchase tools and equipment for use by the cooperatives in training persons for employment in those enterprises.



### Supervision of Instruction

1. That periodic meetings of all vocational instructors be called by the vocational training supervisor for the purpose of evaluating the current program, discussing basic policy, teaching methods, record keeping, house-keeping, current and anticipated problems, and other subjects appropriate to the supervision and administration of the overall vocational training program.
2. That the vocational teachers be invited to meet in faculty session with the other teachers and that other efforts be made to identify the vocational staff more closely with the overall educational program.
3. That with the help of the vocational training supervisor instructors prepare on the basis of these revised breakdowns lists of appropriate lesson topics to be presented by the instructors to their classes, together with lesson plans or other guides for teaching these lessons, and charts showing topics in sequence and data on which they are given.
4. That thought be given to the possible value in all classes of the use of such devices as:
  - a. Pupil personnel system
  - b. Student notebooks
  - c. Periodic objective-type tests
  - d. Supplementary talks by qualified persons, These talks to be on assigned topics appropriate to the course.
  - e. Motion pictures, film strips and other visual aids.
  - f. Adequate reference libraries.
5. That a wide variety of appropriate reference books be provided for each vocational class.
6. That appropriate 16 m/m films and 35 m/m film strips be made available for all vocational classes.

### Curriculum

1. That original job analyses or breakdowns be examined for the purpose of establishing current validity.
2. That time allotments be worked out for all courses to insure the proper balance between actual shop work with tools and machines and classroom study of related material (possibly 25 per cent - 75 per cent proportion: 25 per



cent of total time devoted to classwork in related theory; 75 per cent of the total time spent in actual shop work.)

3. That requests to the Washington Vocational Training Committee for approval of courses be accompanied by:
  - a. Course breakdown
  - b. Statement of time allotment
  - c. List of special tools and machines learners will operate
4. That the further development of in-service courses for employed personnel be considered.
5. That consideration be given to the possible value of courses organized within the limits of center facilities to maintain original skills of evacuees.
6. That attention be given to the identification of training needs not now being met.
7. That the relationship be clarified between the state supported program of auto mechanics and the motor pool.
8. That a full-time instructor in auto mechanics be provided for the motor pool.
9. That necessary space, tools and other equipment be made available for a course in auto mechanics in the motor pool.
10. That the high school auto mechanics course be developed in terms of the attached recommendations.
11. That consideration be given to the establishment of a secretarial pool along the lines of the attached memorandum.

#### Recruitment

1. That techniques be developed for effective recruitment of learners or other students for all courses.
2. That the vocational supervisor work closely with personnel officer and others, including the block managers, in the recruitment of learners.



### Learners

1. That the Vocational Training committee determine if a need exists for requesting learnerships in excess of the present limit of 100.
2. That registrations in learnership courses be limited by probably employment opportunities at the center or through relocation at the end of the training period. This to be determined by the center Vocational Training Committee with the help of other experts at the center.
3. That in those training situations in which \$12 learners and \$16 workers function side by side, the status of both be clarified to them so morale of the learners may be protected. In this connection the learners should be identified as inexperienced workers developing minimum qualifications for regular employment: \$16 workers as persons already qualified for regular employment but developing further through in-service training their various skills.

### Guidance

1. That the vocational staff assist the guidance office and high school teachers in explaining vocational opportunities to high school students.
2. That a vocational guidance counsellor, working with the vocational training supervisor, interview high school students in their junior and senior years to study them individually and to keep them informed of all possibilities in the vocational fields both within and outside of the center.

### Miscellaneous

1. That assistance be given to the teacher of industrial arts in his efforts to equip the high school industrial arts shop, develop a course of study, inaugurate a record system, etc.
2. That the Home Economics Department of the Topaz high school attend the coming convention at the Stephens Hotel in Chicago, (June 18 - 24) of the American Home Economics Association, displaying thereat exhibits interpretative of the program at Topaz.
3. That the present splendid Homemaking program be expanded as suggested in the attached memorandum.



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
Topaz, Utah

July 28, 1943

REPORT ON THE JAPANESE LANGUAGE CLASSES  
AT TOPAZ RELOCATION CENTER

1. General Introduction

The Japanese language courses were begun under the guidance of the Adult Education Department by virtue of the following memorandum from Dillon S. Myer, Director, War Relocation Authority, Washington D.C.

WAR RELOCATION AUTHORITY  
Washington

March 29, 1943

To: Project Directors

Recently a number of questions have been raised relative to paragraph III, Supplement No. 2, Administrative Instruction No. 23, in particular reference to the clause:

"Japanese language schools shall not be permitted to operate in any center."

This is not to be taken to mean that language classes, similar to classes in Spanish, French, and other foreign, languages are prohibited; nor is the use of the Japanese language prohibited where in adult vocational education courses it forms the only available means of communication. It is obviously in place where proficiency in the Japanese language may lead to employment outside the center.

It is strongly urged that, whenever possible, where Japanese language courses are carried on, the study of English be encouraged concurrently, with said Japanese courses.

/S/

D. S. Myer  
Director



Letters were sent to Granada and Poston centers based upon the following excerpts from the center newspapers as follows:

EXCERPT FROM GRANADA PIONEER 3-20-43

62 NEW ENROLL IN NEW CLASSES

The new Japanese language classes for men have started, with 62 enrolled in them.

They are held three times per week. Both day and night classes are offered.

\* \* \*

EXCERPT FROM POSTON CHRONICLE 3-13-43

Everyone interested in the Japanese language will soon be able to order Japanese textbooks and dictionaries as soon as the samples arrive stated the Adult Education Dept.

The following books will be available, which are printed by the Harvard University for the university students;  
(1) 5,000 character dictionary--\$1.50; (2) Elementary Japanese for University Students (text book)--\$4.50 a set;  
(3) Selected Japanese Texts for University Students (a) Vol. k--\$2.75; (b) Vol. 2--\$1.75.

\* \* \*

The Granada project authorities sent us a complete list and details of the Japanese language school being conducted. At the same time they sent us actual lessons and the list of text books now being used. This information was received by Mr. Ernst, Project Director, on July 6, 1943.

## II Personnel

Under the direction of Dr. Laverne C. Bane, Chief of Adult Education, the following persons were assigned to the Japanese language courses:

Instructors: Mrs. Suzu Ashizawa  
Mrs. Toshiko Morozumi  
Mr. Frank Iwanaga

Mr. Joseph Aoki was appointed chairman for these courses.



### III. Registration

The following notices regarding the opening of the Japanese language courses was announced both in the Topaz Times and also at each dining hall on July 6, 1943.

MEMORANDUM TO: BLOCK MANAGERS

FROM: Laverne C. Bane, Chief  
Adult Department

SUBJECT: Dining Hall announcement for  
Japanese Language Classes (On Wednesday at noon, July 7)

Registration for Japanese Language Classes will be held Wednesday through Saturday, July 7, 8, 9, & 10, at the Adult Education Office, 8-7-E during the day, from 7:00 to 9:00 p.m. at 32-3-A.

Elementary, Intermediate, and Advanced courses will be offered to all residents 18 years and over.

For further information please contact the Adult Education Office, 8-7-E.

### IV. Enrollment

The registration was closed with the full enrollment of 234 students.

	July 12	July 23
Elementary	54	56
Intermediate	72	115
Advanced	<u>57</u>	<u>63</u>
	183	234

### V. Registration Fee

A registration fee of twenty-five cents (25¢) was charged to cover expenses such as pencils and teachers' reference books for six months.

### VI. Classes: Location

Elementary	32-11-AB	A, B classes
Intermediate	32-12-AB	A, B classes
Advanced	32-12-EF	A, B classes

### VII. The Schedule

Each student attends classes three nights a week (MWF or MTTh) 7:00 to 9:00 PM except Monday when each class will have one hour penmanship or composition.



The assignment of students to classes was purposely made temporary so that students would be enabled to go either into more an advanced class or into a lower class, according to their individual ability.

A Classes	Monday	7:30 to 9:00 PM
	Wednesday	7:00 to 9:00 PM
	Friday	7:00 to 9:00 PM
B Classes	Monday	8:30 to 9:30 PM
	Tuesday	7:00 to 9:00 PM
	Thursday	7:00 to 9:00 PM

#### VIII. Subjects Taught to the Classes

1. Reading (and meaning)
2. Spelling (and how to write the words)
3. Composition (every class)
4. Grammar (Intermediate and Advanced)
5. Translation
6. Business Japanese (Advanced)
7. Conversation (every class)
8. Penmanship (every class)

#### IX. Faculty Meetings

Faculty meetings are held every morning at 8-7-C to discuss the best methods of handling the classes and to talk over the next week's teaching material.

#### X. Commencement of the Classes

The actual commencement of the classes was held on July 19, 1943, as follows:

MEMORANDUM TO	TOPAZ TIMES
FROM	Laverne C. Bane, Chief Adult Department
SUBJECT	Announcement of Opening of Japanese Language Classes on Saturday, July 17. 1943.

PLEASE PRINT IN ENGLISH AND JAPANESE SECTION:

#### Japanese Language Classes to Open On Monday

Students who have registered for Japanese Language Classes are requested to attend the opening classes on Monday, July 19, 1943 at 7:30 PM at the following places:

Elementary Class	at 32-11-AB
Intermediate "	at 32-12-AB
Advanced "	at 32-12-EF

Please bring 25¢ for registration fee to cover the cost



of reference books and some instruction materials.

Each class was informed at the first meeting of the primary purpose of the Japanese language courses: That they were vocational and not cultural and that there was no governmental obligation attached in attending these courses.

#### XI Pertinent Data

- A The primary difficulty encountered in the instruction of these courses was the limited number of teachers (3) in the light of the big enrollment.
- B The lack of rooms large enough to accomodate the large classes.



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

November 18, 1944

TO Mr. Raymond P. Sanford  
Assistant Project Director

ATTENTION Mr. L. E. Hoffman  
Mr. Perry Carmichael

FROM L. G. Noble  
Superintendent of Education

SUBJECT Japanese Language Classes

A meeting has been held in my office with Mr. Saiki and Mrs. Hosoume, instructors in Japanese language classes. Dr. Bane was unable to meet with us.

From this conference, it has been learned that there are enrolled in Mr. Saiki's class twenty students with an average age of approximately twenty years. This enrollment consists of five boys and fifteen girls. All the students speak English, and practically all of them speak Japanese. From this group five boys have indicated interest in the Military Intelligence Service.

In Mrs. Hosoume's class there are twenty students enrolled; twelve boys and eight girls. The average age of this group is approximately fifteen years. This means, of course, that they are enrolled in the junior and senior high school. All of these students speak English. They speak the Japanese language very poorly. From the twelve boys enrolled, three have expressed interest in military intelligence work.

In both classes, the girls seem to justify taking the course on social grounds, and state that it would help them to write letters to their parents and others, who in the main are unable to write the English language.

Mr. Saiki's class is held three nights per week; Monday, Tuesday, and Thursday. Mrs. Hosoume's classes are held four nights a week; Monday, Tuesday, Wednesday, and Thursday.



I discussed very frankly with these folks the prospect of these classes being discontinued, and they expressed their willingness to cooperate, and if necessary to discontinue them.

Mr. Saiki made inquiry as to whether or not the classes could be continued on a private basis, and if so, could blackboards be furnished for the rooms that they would occupy.

In view of the over-all discussion held in this matter, it is my recommendation that these classes in Japanese language under the adult education program be discontinued until they are reorganized and officially approved by the Washington office.

L. G. Noble  
Superintendent of Education

LCW:th



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

November 18, 1944

TO Mr. Raymond P. Sanford  
Assistant Project Director

ATTENTION Mr. L. F. Hoffman  
Mr. Perry Carmichael

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L. G. Noble  
Superintendent of Education

LGN:th



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

*DBN*

November 24, 1944

TO: Dr. LeGrande Noble  
Superintendent of Education

ATTENTION: Mr. L. T. Hoffman  
Mr. R. P. Sanford

SUBJECT: Japanese Language Classes

In the memorandum of November 18, 1944, on the subject of Japanese language classes, it was recommended that "in view of the over-all discussions held in this matter, it is my recommendation that these classes in the Japanese language under the Adult Education Program be discontinued until they are reorganized and officially approved by the Washington office".

The over-all discussions held according to the memorandum indicated that it would be satisfactory with the instructors and the pupils to discontinue these classes immediately. However, when the classes and the teachers were met for the purpose of carrying out this recommendation, they insisted on continuing the classes as now organized until a decision from Washington had been made. It was pointed out to the instructors and the pupils that this decision was made on October 5, 1943, by Manual Release 30.3.3. However, it was agreed to take the matter back to the superintendent of education and to the sub-committee on adult education for further consideration.

This committee met at 10:00 a. m., Thursday morning, November 23, 1944, and the problem of the Japanese language situation was thoroughly discussed. The committee made the following recommendations:

1. That a class in Japanese language be continued temporarily for out-of-school persons only.
2. That Washington be requested to approve one Japanese language instructor for out-of-school persons who desire to learn the language for the following reasons:
  - (a) For correspondence with Issei members of the family after being separated from them.
  - (b) For post war professional use.

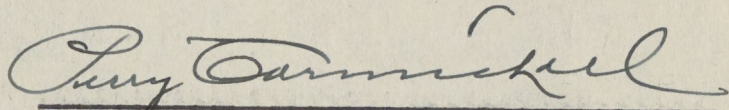


To: Dr. Noble  
11/24/44 page 2

(c) For possible Military Intelligence work.

The first recommendation of the sub-committee on adult education was effected this morning. (November 24, 1944). The second recommendation will be effected at the earliest possible date.

It is hoped that this procedure is satisfactory to all concerned.

  
Perry Carmichael, Acting Supervisor  
Adult Education Department



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

December 7, 1944

TO: Dr. LeGrande Noble  
Superintendent of Education

ATTENTION: Mr. L. T. Hoffman  
Mr. R. P. Sanford

SUBJECT: Japanese Language Classes

Two adult teachers, Mrs. Moto Hosoume and Mr. Tsuto Morozumi, were terminated November 30, 1944, because the Japanese language classes which they were teaching were discontinued.

Dr. Noble transferred Mr. Tsurumatsu Saiki from the Adult Education Unit of the Education Section to the High School Unit of the Education Section on December 1. For this reason his class was discontinued on December 1. Therefore, as of December 1, there are no Japanese language classes being conducted by the Adult Education Unit.

As far as I can see this clears up the Japanese language situation, at least for the present.

Original signed by  
Perry Carmichael

Perry Carmichael, Supervisor  
Adult Education Unit

PG: kh

I understand that Mr. Saiki may carry his class in Japanese language on so long as there are no school students enrolled, and WRA does not pay for the time of the instructor. *Original Signed by:*

L. G. NOBLE



M. Kurokawa  
H294

ADULT EDUCATION DEPARTMENT PERSONNEL

EMPLOYMENT

As Of Oct. 15  
and Minimum Needs

April 10, 1943

OFFICE STAFF

Junior Administrator	1	1
Office Manager	1	1
Asst. Office Manager	0	1
Secretary	1	1
Additional Secretary Needed	1	
Typist	2	2
Office Assistant	1	2
Total - Office Staff	7	8

ART SCHOOL

Supervisor	1	1
Secretary	0	1
Supply Manager	1	1
Teachers	8	6
Total - Art School	8	9

ENGLISH DEPARTMENT & AMERICAN CULTURE

Supervisors	2	1
Secretary	1	1
Teachers	5	8
Additional Teachers Needed	3	
Total - English Departments	11	10

MUSIC SCHOOL

Supervisor	1	1
Secretary	1	1
Office Assistant	0	1
Teachers	5	12
Additional Teachers Needed	3	
Total - Music School	10	15

SEWING SCHOOL

Supervisor	1	1
Secretary	0	1
Teachers	8	15
Additional Assistant Teachers Needed	5	



EMPLOYMENT

As Of Oct. 15  
and Minimum Needs

April 10, 1943

Total - Sewing School

14

17

COMMERCIAL SEWING UNIT

Supervisor

1

1

Secretary

1

1

Teacher

1

1

Cadets

6

10

Total - Commercial Sewing

9

13

EVENING SCHOOL

Supervisor

1

1

Japanese Language Teachers

2

3

Current Events Lecturer

1

3

Flower Making Teachers

2

2

Flower Arrangement Teachers

4

4

Academic and Vocational

Teachers Needed

4

Japanese Language Teacher Needed

1

Additional Flower Making

Teacher Needed

1

Teachers

0

7

Total - Evening School

13

20

TOTAL PERSONNEL

25

32



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
Topaz, Utah

August 28  
1943

JUSTIFICATION OF NEW JOB TITLES IN THE ADULT EDUCATION DEPT.

It is of crucial importance that adequate supervisory personnel be allotted to the Adult Education Department because:

1. Although the teachers are specialists in their several fields they need help in the area of teaching methods and public relations.
2. They need help in organizing the Americanization phases of their work if the W.R.A. is to keep faith with the American people. The adult sewing or music teacher must be able to contribute not only in the field they specialize, but in the broader field of the English language, customs of the United States, and American ideologies. The building of these programs and the necessity of interest in them, together with making sure that the programs are properly carried out, makes it essential that a considerable number of administrative supervisory positions be created.

It is our recommendation that the following administrative supervisory and service positions be created:

1. Assistant to the Night School Director -

This resident will handle problems involving personnel. He will be constantly on the alert for qualified teachers to serve as replacements for those who relocate. He will help to arbitrate differences of opinion as they develop within the staff. He will serve as the chief, resident, administrative, officer. This is a \$19.00 job.

2. The Office Manager -

This individual will be in charge of all administrative routine including procurement, financing, gathering and arranging of statistical data and preparing of reports. This is a \$19.00 job.



3. Publicity Director -

This individual must have a high standing in the community, college training, be able to conceive and carry out programs, and acquaint the residents with the offerings of the Adult Education dept. He must have a wide circle of friends for entree into all the groups in the center. This is a \$19.00 job.

4. School Directors -

These individuals head the staff groups who are working in the fields of art, music, sewing, vocational training, English, language, relocation, and academic subjects. These 7 individuals must guide their staff groups in the building of courses and in the building of the best trained individuals in the department and should receive a \$19.00 salary.

5. 5 School Secretaries -

These individuals take care of department accounts, issuing of materials, attendance, and the order of supplies. Because of the size of the departments and the volume of work involved in keeping track of money and supplies, two of these positions should pay \$19.00 and 3 \$16.00.

6. Stenographers -

The central office must have 2 well-qualified stenographers to type and mimeograph educational materials, answer correspondence, and take care of general central office routine. These are \$16.00 jobs.

7. Attendance Clerk -

This individual correlates the attendance reports of the various school secretaries and make sure that accurate attendance accounting is being carried on in the various units. This is a \$16.00 job.

8. Messenger -

Since the units of the Adult Education department are widely scattered and since no phones are available, it is essential that a line of communication be set up between the department office and other project offices, as well as unit offices within the department.



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
Topaz, Utah

October 26, 1943

JUSTIFICATION OF ADMINISTRATIVE JOB TITLES IN THE ADULT EDUCATION DEPT.  
AND THE VOCATIONAL TRAINING PROGRAM

It is of crucial importance that adequate supervisory personnel be allotted to the Adult Education Department because:

1. Although the teachers are specialists in their several fields they need help in the area of teaching methods and public relations.
2. They need help in organizing the Americanization phases of their work if the W.R.A. is to keep faith with the American people. The Adult Sewing or Music teacher must be able to contribute not only in the field they specialize, but in the broader field of the English language, customs of the United States, and American ideologies. The building of these programs and the necessity of interest in them, together with making sure that the programs are properly carried out, makes it essential that a considerable number of administrative supervisory positions be created.

It is our recommendation that the following administrative supervisory and service positions be provided for:

OFFICE STAFF:

Title	Minimum Needs	Rating
1. <u>Assistant to the Night School Director</u>	1	\$19.
The assistant to the Night School Director handles problems involving personnel. He is constantly on the alert for qualified teachers to serve as replacements for those who relocate. He helps to arbitrate differences of opinion as they develop within the staff. He serves as the chief resident administrative officer.		
2. <u>PUBLICITY DIRECTOR</u>	1	\$19.
The Publicity Director must have a high standing in the community, college training, be able to conceive and carry out programs and acquaint the residents with the opportunities and offerings of the Adult Education Dept. He must have a wide circle of friends and entree into all the groups in the center. It is preferred that he		



# Justification of Job Titles in Adult Education -2

## 2. PUBLICITY DIRECTOR (continued) Minimum Needs Rating

have a reading and writing knowledge of both English and Japanese so that the publicity is readily understandable to the Isseis.

## 3. EXECUTIVE SECRETARY, VOCATIONAL TRAINING 1 \$19

The Executive Secretary of the Vocational Training Program will take general charge of the Vocational Training Office, direct the preparation of materials, set up materials, set up necessary records and maintain constant contact with the various Section Heads in servicing their needs.

## 4. OFFICE MANAGER 1 \$19

The Office Manager is in charge of all administrative routine including procurement, financing, gathering and arranging of statistical data and preparation of reports.

## 5. STENOGRAPHERS 2 \$19

The Central Office must have two well qualified stenographers to type and mimeograph educational materials, take minutes of staff meetings, inter-office communications, and answer correspondence with outside agents.

## 6. STATISTICIAN 1 \$16

The Statistician will work under the joint direction of the Placement Officer of the Center and the Executive Secretary, in gathering information available in the Placement Office which bears directly upon Vocational prospects. Will also interview prospective trainees.

## 7. CLERK TYPIST 1 \$16

The Clerk Typist will be in charge of all the Central Office filing, routine copying, assist in the preparation and mimeographing of lessons and other educational materials both in the Adult Education field and the Vocational Training Program. She will also tabulate information received on Vocational Training Request Forms and prepare copies of instructional materials.



# Justification of Job Titles in Adult Education -3

	Minimum Needs	Rating
8. <u>ATTENDANCE CLERK</u>	1	\$16

The Attendance Clerk correlates the attendance reports of the various school secretaries into one overall report and makes sure that accurate attendance accounting is being carried on in the various Units. She will also be the receptionist for the Central Office.

9. <u>MESSENGER - OFFICE ASSISTANT</u>	1	\$16
--	---	------

Since the Units of the Adult Education Department are widely scattered and there are no phones available, it is essential that a line of communication be set up between the Department Office and other Project Offices, as well as, Unit Offices within the Department. A definite schedule will be set up whereby he will gather intra-department notices to the various schools to save the time and effort of the Supervisors. He will also assist with the mimeographing whenever necessary.

TOTAL OFFICE STAFF . . . . . 10

In assigning teaching personnel to the Adult Education Department it should be kept in mind that both teachers and students are used to a program in which individualized instruction predominates. By way of justification of this practice, it should be pointed out that there is a much wider range in the ability of the adult students in the classes than one would be apt to find in high school or elementary classes. Adult Students wish to attend classes with their friends and they are very resistant to rigid classification with respect to their ability in any particular subject matter field. Furthermore, many of our teachers although specialists in their lines, are timid and ill at ease when trying to handle groups of 15 or 20, or 25 or 50 students. With relocation draining off many of our skilled teachers, it will be necessary to find replacements among those individuals who are skilled craftsmen, but who have little or no teaching experience. For these reasons it is essential that sufficient staff be furnished, so that class groups can be maintained in some cases with only 5 or 10 students, although an attempt will be made to keep the number of classes with enrollment below 10 to a minimum.



# Justification of Job Titles in Adult Education - 4

Minimum Needs      Rating

## ART SCHOOL:

### 1. SUPERVISOR

1

\$19

The Supervisor of the Art School attends the weekly Adult Education Section Staff meetings. He must guide the Staff in building courses and assist in finding replacements for teachers who leave the Center. He should conduct weekly meetings for the Art School Staff, consider means of improving teaching methods, increasing enrollments, and work with the Publicity Director to maintain good public relations between the Art School and the residents. The Supervisor should also offer the facilities of the School to the various Sections of the Community Management Division when ever possible where their services may be of assistance.

### 2. SECRETARY

1

\$16

The Secretary must keep the minutes of the Art School Staff meetings and file a copy of the minutes at the Adult Education Central Office. She must register and interview students, assist the teachers in keeping their attendance and enrollment records, see that weekly reports are submitted promptly, attend to the necessary bookkeeping, correspondence, submit weekly office supply requisitions to the Adult Education Office, and see that Staff members check in their time each day.

### 3. SUPPLY MANAGER

1

\$19

The Supply Manager of the Art School must have a knowledge of the prices, qualities and sources of supplies and materials used in art work. He must submit a quarterly inventory of the W.R.A. equipment and supplies on hand, requisition for supplies which are necessary, control the issuance of supplies, and does the purchasing under the authorization of the Supervisor of the Art School.

### 4. TEACHERS

6

\$19

The Art School will need a minimum of 6 teachers to carry on the following courses:

1. Freehand brush and designing
2. Still life and elementary drawing
3. Clay modeling
4. Portrait and landscape painting



Justification of Job Titles in Adult Education - 5

5. Costume sketch
6. Sculpture work
7. Water color
8. Figure and portrait painting
9. Oil Painting
10. Leather craft
11. Elementary ceramics
12. Basic Drawing from casts
13. Illustration of block prints
14. Dying clothes
15. Commercial Art
16. Etching
17. General craft work
18. Lectures on art for laymen

Total Art School . . . . . 9

ENGLISH DEPARTMENT AND AMERICAN CULTURE:

The Basic English and American Culture Department offer the "central courses" of the entire adult program since they are fundamental in relocation and in securing satisfactory vocational outlets at the present time and in the post-war period.

1. SUPERVISORS

2

\$19

The Supervisor of Basic English: will organize and direct the work of the Basic English section and assist teachers in improving their teaching methods and techniques and teach young adult people college and literary appreciation courses, and attends weekly Adult Education Section Staff meetings.

The Supervisor of American Culture supervises and teaches English in conjunction with cultural courses, improve techniques and methods of the teachers in her Section, submits weekly enrollment and attendance reports to the Adult Education Central Office, and attends weekly Adult Education Section Staff meetings.



2. SECRETARY - BASIC ENGLISH

1

\$19

The Secretary of the Basic English Dept. files all registration and attendance records, types and mimeographs all lesson materials requested by the Basic English teachers, submits a quarterly inventory of the equipment issued to the Basic English Section, takes general care of time records and takes minutes of the Basic English Staff meetings and submits a copy to the Adult Education Office.

3. TEACHERS

9

\$19

Basic English Teachers:

1. Elementary level
2. Intermediate level
3. Advanced level
4. Part-time work - block, self-helping

Teachers of English taught in conjunction with American Cultural courses as follows:

1. Flower arrangement
2. Artificial Flower Making
3. Sewing School (two teachers due to large enrollment)
4. Lecturer for the Issei on general geography of the United States in conjunction with relocation.

TOTAL BASIC ENGLISH DEPARTMENTS

12

MUSIC SCHOOL:

1. SUPERVISOR

1

\$19

The Supervisor of the Music School must attend the weekly Staff meetings, build a program which will help to create a wider community interest in music, hold weekly Music Staff Meetings, assist in finding replacements for teachers, consider means of improving teaching methods and techniques.

2. SECRETARY

1

\$16

The Secretary of the Music School must keep a quarterly inventory of the W.R.A. equipment issued to them, make appointments for lessons, register and interview students, assist teachers in keeping their attendance and enrollment records.



# Justification of Job Titles in Adult Education - 7

## 3. TEACHERS:

5

\$19

At the present time the enrollment of the Music School totals 231 students. In order to carry on the teaching a minimum of 5 teachers are necessary to offer the following courses:

1. Piano
2. Violin
3. Vocal
4. Harmony
5. Ensemble
6. Choir
7. History of music

TOTAL MUSIC SCHOOL

7

## SEWING SCHOOL:

### 1. SUPERVISOR

1

\$19

The Supervisor of the Sewing School must attend the weekly Staff meetings, assist in finding replacements, consider means of improving teaching methods and techniques, conduct weekly staff meetings, organize a student body and cooperate with the other Sections whenever emergency sewing projects arise.

### 2. SECRETARY

1

\$19

The Secretary of the Sewing School must keep a quarterly inventory of all W.R.A. equipment issued to the Sewing School, register and interview students, assign students to teachers, assist teachers in keeping their enrollment and attendance records keep the minutes of the Sewing School Staff meetings and submit a file copy to the Adult Education Central Office, see that the weekly reports are submitted promptly, attend to the necessary bookkeeping and correspondence, submit weekly office supply requisitions to the Adult Education Office and see that the Staff members check in their time each day.

### 3. TEACHERS

8

\$19

The Sewing School needs a minimum of 8 teachers, as the enrollment for the present term is more than 675 students, who are currently studying-scientific methods of sewing and needlecraft.



# Justification of Job Titles in Adult Education 58

The following courses are being offered to the students:

1. Pattern drafting and sewing of sports clothes.
2. Pattern drafting and sewing of children's garments.
3. Commercial patterns and designing.
4. Tailored suits.
5. Decorative works
6. Advanced and Beginners' pattern drafting and sewing of women's wardrobe.
7. Tatting
8. Crocheting
9. Knitting
10. Alteration and remodeling

TOTAL SEWING SCHOOL . . . . . 10

## COMMERCIAL SEWING UNIT:

- |                      |   |      |
|----------------------|---|------|
| 1. <u>SUPERVISOR</u> | 1 | \$19 |
|----------------------|---|------|

The Supervisor of the Commercial Sewing Unit must attend weekly Staff meetings, assist in finding replacements for those who relocate, plan the courses for the cadets, maintain the Commercial Sewing Unit in general, submit quarterly inventory and keep an accurate record of all orders.

- |                     |   |      |
|---------------------|---|------|
| 2. <u>SECRETARY</u> | 1 | \$16 |
|---------------------|---|------|

The Secretary must assist the Supervisor in keeping accurate data on all orders, see that all the cadets check in their time, attend to the necessary bookkeeping and correspondence, and interview customers.

- |                  |   |      |
|------------------|---|------|
| 3. <u>CADETS</u> | 6 | \$12 |
|------------------|---|------|

The Cadets must have a fundamental knowledge of sewing before they join the group. They are trained to obtain positions as assistant dress-makers and in alteration departments. They are given detailed courses in drafting and sewing and tailoring.

- |                                |   |      |
|--------------------------------|---|------|
| 4. <u>TAILORING INSTRUCTOR</u> | 1 | \$19 |
|--------------------------------|---|------|



The Tailoring Instructor must have a thorough knowledge of tailoring to instruct the cadets and have at least ten years of actual experience in this line. He must have the ability to teach.

TOTAL COMMERCIAL SEWING UNIT ..... 9

EVENING SCHOOL

1. <u>SUPERVISOR</u>	1	\$19
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The Supervisor of the Sewing School must check the attendance and enrollment records, assignment of rooms, lighting, and assist in finding personnel replacements.

2. <u>JAPANESE LANGUAGE TEACHERS</u>	3	\$19
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Teachers are needed for each of the following levels; beginners, intermediate, and advanced.

3. <u>CURRENT EVENTS LECTURER</u>	1	\$19
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The Current Events Lecturer gives national and international current events lectures in the Japanese Language. He must have a bilingual ability.

4. <u>FLOWER MAKING INSTRUCTORS</u>	2	\$19
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5. <u>FLOWER ARRANGEMENT INSTRUCTORS</u>	2	\$19
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<u>Assistant Teachers</u>	2	\$16
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6. <u>TYPING AND SHORTHAND INSTRUCTORS</u>	2	\$19
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7. <u>MATHEMATICS INSTRUCTOR</u>	1	\$19
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8. <u>CARPENTRY INSTRUCTOR</u>	1	\$19
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9. <u>ASSISTANT SEWING SCHOOL TEACHERS</u>	2	\$19
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TOTAL EVENING SCHOOL ..... 17



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
October 30, 1943

ADULT EDUCATION DEPARTMENT  
Terminations and Reclassifications

<u>TERMINATIONS:</u>	TITLE	Number	Wage Classifi- cation
1.	Supervisor, Commercial Sewing Unit	1	\$19.00
2.	Tailoring Instructor, Commercial Sewing Unit	1	\$19.00
3.	Cadets, Commercial Sewing Unit	6	\$12.00
4.	Flower Arrangement Assistant Teachers	2	\$16.00
5.	Secretary, Commercial Sewing Unit	1	\$16.00
6.	Art School, Teacher	1	\$19.00
7.	Art School, Cadet Teacher	1	\$12.00
8.	Sewing School Teacher	1	\$19.00
9.	Lecturer on Current Events	1	\$19.00

RECLASSIFICATIONS: (From Full-time workers to Part-time  
workers) (Half-time)

1.	Japanese Language Teachers	2	\$19.00
2.	Artificial Flower Making Teachers	2	\$19.00

TOTAL REDUCTION OF FULL TIME WORKERS

17



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT

November 5, 1943

JUSTIFICATION FOR ADDITIONAL STAFF IN THE ADULT EDUCATION

The Adult Education Department's request for personnel can best be justified by the number of individuals who were served by it during the past year. At the time when the Adult Education Department employed 87 workers the attendance in Adult Education classes was 3,591 students, or approximately one-half of the residents in the Project. A large number of these students were children who were taking art and music courses.

During the summer months a majority of the teachers in the vocational, academic, and English fields took seasonal employment outside the Center or relocated. The transfer to Tule Lake removed a number of teachers in other subjects taught under the sponsorship of the Adult Education Department. Soon after the Tule Lake transferees started to come in, employment was frozen and we were unable to secure replacements from the Tule Lake group. This made necessary for us to abandon large segments of our program, and made it impossible for us to reinitiate programs which had flourished during the past year.

With the announcement of the project quota of 2,660, the Adult Education Department found it necessary to completely close two of its Departments and discharge 17 full-time workers in order to bring its employment into line with the recommendation of the Deputy Project Director. Unless additional workers are provided, less than half of the students who received instruction last year and who wish to continue to receive it this year cannot be serviced. The Music Department is a case in point. There are at the present time 175 students on the waiting list who desire music lessons, which we do not have the staff to give. In the Sewing School where the enrollment is slightly above last year's level, we are permitted to employ less than half as many teachers with the result that students are not given sufficient personal attention to enable them to progress satisfactorily in their work. The Art Department has long needed instructors in commercial art and Japanese art. The Commercial Sewing Unit which was forced out of existence by the curtailment of project personnel, not only furnished training to 10 cadets but satisfied an important project need for repair work and tailoring. The Japanese Language classes with a total enrollment of 190 students has had to be discontinued, in spite of the fact that several of the students in these classes were looking forward to applying for positions at Camp Savage and other army training centers.



In our opinion the best way to teach English is to teach it in connection with flower arrangement, flower making, and sewing classes. But the curtailed employment quota has so reduced the number of teachers available in these fields as to make it difficult to maintain an Americanization program in connection with them.

Respectfully submitted by,

Joseph A. Coticchi  
J. Coticchi  
Cultural Ed. Dept.



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT

November 5, 1943

ADULT EDUCATION DEPARTMENT PERSONNEL NEEDS

OFFICE STAFF

Minimum Needs

Assistant To Night School Director	1
Secretary	2
(a.) Vocational Training Program	
(b.) Adult Education Dept.	
Stenographer	1
Statistician, Vocational Training Program	1
Clerk-Typist, Vocational Training Program	1
Attendance Clerk	1
Messenger-Office Assistant	1

SCHOOL SUPERVISORS ----- 6

- (a.) Art School
- (b.) Music School
- (c.) Sewing School
- (d.) Basic English
- (e.) American Culture
- (f.) Commercial Sewing Unit

School Clerks ----- 2

- (a.) Basic English
- (b.) Supply Manager, Art School

TEACHERS ----- 48

Basic English	4	Block English Clubs	1
Sewing School	11	American Culture	3
Art School	4	Flower Making	3
Music School	8	Japanese Language	2
Flower Arrangement	5	Shorthand, Vocational and Academic	3
Commercial Sewing	4		

PERSONNEL NEEDS ----- 64



C

STANDARD POSITION DESCRIPTION

Department of the Interior  
War Relocation Authority  
Relocation Center  
Community Management Division  
Education Section

Date Allocated: 1-15-45

Title: ADULT & VOCATIONAL EDUCATION SUPERVISOR

P-3

Description:

Under the direction of the Superintendent of Education organizes and supervises the adult education and vocational training programs. Consults with and seeks the cooperation of administrators, teachers, relocation committees, evacuee leaders and others in determining needs and developing and maintaining comprehensive adult and vocational education programs. Serves as executive secretary for adult and vocational education committees and maintains essential contacts with officials of the State Department of Education.

Organizes educational programs including classes and conferences in each field with specific attention to classes in shops, trades, English, Americanization and other courses or methods of training essential in preparation for relocation. Selects and trains assistant teachers, supervising the work of the teachers in each field of education approving lesson plans and maintaining all necessary records of the educational programs. Obtains the necessary clearance of plans and records with the Superintendent and through him with the Project Director and the Washington office.

Desirable Qualifications:

Must meet the requirements of the state board or department of education in which the center is located.

Education: Graduation from an accredited college or university. Advance training represented usually by a Master's degree or the equivalent with preference given to person with specialization in the administration and supervision of education at the adult level and preferably below the college level.

Experience: Three or more years, within the last ten, of broad and successful experience with supervisory responsibilities in education at these levels.



Attributes: Lively and sympathetic understanding of the place of the educational program in the relocation center and its relocation to the long-time welfare of evacuees in the post-war period.

\* In lieu of positions of Adult Education Supervisor, P-3 and Vocational Training Supervisor, P-3.



JOB TITLES FOR WASHINGTON  
APPROVAL

EDUCATION

ADULT:

It is of crucial importance that adequate supervisory personnel be allotted to the Adult Education Department because:

1. Although the teachers are specialists in their several fields they need help in the area of teaching methods and public relations.
2. They need help in organizing the Americanization phases of their work if the W.R.A. is to keep faith with the American people. The adult sewing or music teachers must be able to contribute not only in their specialized fields but in the broader field of the English language, customs of the United States, and American ideologies. The building of these programs and the necessity of arousing interest in them, together with making sure that the programs are properly carried out, makes it essential that a considerable number of administrative and supervisory positions be created.

It is our recommendation that the following administrative, supervisory and service positions be created:

ASSISTANT TO THE NIGHT SCHOOL DIRECTOR: (\$19)

1. Handles problems involving personnel.
2. Keeps on the alert for qualified teachers to serve as replacements for those who relocate.
3. Helps arbitrate differences of opinion as they develop within the staff.
4. Serves as the chief resident administrative officer.



Education -- 2

OFFICE MANAGER: (\$19)

1. In charge of all administrative routine including procurement, financing, gathering and arranging of statistical data and preparing of reports.

DIRECTOR OF PUBLICITY: (\$19)

1. Conceives and carries out programs.
2. Acquaints the residents with the offerings of the Adult Education.

SCHOOL DIRECTORS: (\$19)

1. Heads the staff groups who are working in the fields of art, music, sewing, vocational training, English language, relocation and academic subjects.
2. Guides their staff groups in the building of courses.

SECRETARY: (\$19)

1. Takes care of department accounts.
2. Issues materials.
3. Takes care of attendance.
4. Orders supplies.

ATTENDANCE CLERK: (\$16)

1. Correlates the attendance reports of the various school secretaries.
2. Makes sure that accurate attendance accounting is being carried on in the various units.



Education -- 3

MESSENGER: (\$16)

1. Delivers messages to the widely scattered phases of the Adult Education department.

Since the units of the Adult Education department are widely scattered and since no phones are available, it is essential that a line of communication be set up between the department office and other project offices, as well as unit offices within the department.

SECONDARY:

ASSISTANT TO THE PRINCIPAL: (\$19)

1. Act in a liaison capacity between the high school administration and the community.
2. Help in the counselling of resident students and in the interpreting of the school policies to both students and parents.

This job is extremely important in this situation and it has been found a distinct advantage to have a resident member of the administrative staff.

ASSISTANT LIBRARIAN: (\$16)

1. Help in the supervision of libraries.
2. Check books in and out.
3. Assist in the general care and operation of the library.

This position is necessary since it requires at least two people in the library at a time.

HOME VISITING TEACHER: (\$19)

1. Visit the children whose physical condition is such that they can profit by some school activities and who are in need of instruction.



Education -- 4

2. Keep the children in touch with activities of the school to provide them with books and materials and to offer instruction in school courses or aid in study.

The justification for this position lies in the fact that there are children in the city needing this kind of help.

ELEMENTARY:

ASSISTANT TO THE PRINCIPAL: (\$19)

1. Supervise the keeping of all personal records up to date of teachers and students.
2. Supervise the preparation of all transfers.
3. Responsible for equipment and supplies.
4. Use of building space.
5. Keep requisition journal up to date. Check periodically with warehouse on requisition orders.
6. Supervise the moving of furniture about as needed.

The position of Assistant to the Elementary School Principal is necessary to relieve the Principal of the above listed administration duties so that she can be freed for other administrative responsibilities, the curriculum work, teacher training and general supervision of the elementary and pre-school programs for which she is also responsible.

ASSISTANT LIBRARIAN: (\$16)

1. Assist in the general program of book circulation, story hours, and evening assignments.



2. Responsible for the display of books and the general attractive appearance of the library.

The two elementary schools of this center, with a library each, are located at extreme corners of the project. The librarians require assistance if they are to keep all records up to date besides working at times with teachers and children in their classrooms. Staggered story hours and evening schedules make it impossible for one librarian without adequate assistance to carry on a desirable program in each library.

NURSERY:

DIRECTOR OF NURSERY SCHOOL: (\$19)

Responsible for the administrative and organizational work in the running of the seven schools, coordinating of all the groups, teacher training, and teacher selection.

1. Attendance at administrative staff meetings and reporting back to the nursery staff.
2. Conducting weekly Nursery leaders' meetings.
3. Conducting weekly Pre-Kindergarten leaders' meetings.
4. Conducting weekly general staff meetings.
5. Planning and supervising weekly workshop periods for staff.
6. Responsible for reports, requisitions, and teaching personnel.
7. Contacting of janitorial personnel, maintenance and operations for the running of the schools.
8. Visiting all schools regularly to determine specific needs, improvements, opportunities for new projects.
9. Promoting program of parent-school relationships.



Education -- 6

NURSERY SCHOOL TEACHER: (\$19)

1. Teaching and caring of children 2 - 5 yr. old.
2. Supervision of play period, creative activities, toilet and wash routine, milk, rest, story-telling, song groups at various times.
3. Directing assistants.
4. Parent contact at school and through home visits.
5. Attending weekly lectures, supplementing with reference reading, participating in weekly workshop period.
6. Conducting staff meetings of own school unit.
7. Attendance at leaders' meeting with directors.
8. Responsible for the upkeep of school and equipment.
9. Keeping of records and reports.

ASSISTANT NURSERY SCHOOL TEACHER: (\$16)

1. Teaching and caring of children 2 - 5 yr. old.
2. Directly responsible to the head teachers for the children and for the upkeep of the school at all times.
3. Specific duties are assigned to them at various times such as, supervision of play period, creative activities, toilet and wash routine, milk, rest, story telling, song groups.
4. Parent contact at school and through home visits.
5. Attending weekly lectures, supplementing with reference reading, participating in weekly workshop period.



## NOTES ON THE TOPAZ VOCATIONAL TRAINING PROGRAM

### General Objectives

1. To find more training opportunities for school students and older residents.
2. To discover methods by which the work done by each employee can be upgraded and directed in such a way as to improve his chances of successful relocation.
3. To achieve a close coordination between the School, Placement and Production staffs in their efforts to develop a unified training program for the Project.

### Proposed Procedure

It is essential that we formulate as soon as possible some tentative answers to the following questions with regard to each section engaged in vocational work.

- I. Number and type of available personnel
  - A. How many people are there in the community whose previous experience would qualify them for a position in the Section?
  - B. How many people are there in the community who with a little additional training could carry on this work?
  - C. How many inexperienced people in the community would like to secure training in this field?
  - D. How many students in the high school would profit by training in this field?
- II Present and Future Personnel Needs of the Section
  - A. How many replacements will be needed within the next few months?
  - B. How much demand outside the Project is there for workers in this field?
  - C. Is it a field that will probably be open to Japanese after the war?
- III Some Factors Influencing the Selection of Candidates for Training
  - A. How long does it take to train people with various amounts and kinds of previous experience to do this work?
  - B. What proportion of the training should be done prior to employment?
  - C. How much equipment is needed and available for training purposes?
  - D. Are capable instructors available to do the training job?
    1. How much time can foremen take to do the job?
    2. How much time can high school teachers take to do the job?
  - E. How many trainees can the section accommodate at one time?



Notes on the Topaz Vocation Training Program

Page 2

In order to obtain the answers to these and other questions it is proposed that a conference be arranged with each head of a production section.

The following interested parties would participate in these conferences:

1. Representative of the Placement Office  
(Mr. Claude Cornwell or Mr. James Jennings)
2. The Section Chief
3. The high school teacher in the specific training field.
4. The Chairman of the Project Committee on Vocational Training.

Each individual will be expected to bring to the conference the specific information which he has in his office bearing upon the setting up of a training program in his section. At the end of the conference a decision should be made as to the number and type of trainees who should be enrolled in that particular section's program.



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

*H. Hatson*  
*Zier*

PROJECT DIRECTOR'S VOCATIONAL TRAINING COMMITTEE MEETING

Thursday, September 21, 1944  
9:00 a. m.

Chairman: Mr. Perry Carmichael

Members Present:

Mr. L. T. Hoffman  
Mr. R. E. Bell  
Mr. R. P. Sanford  
Mr. R. Banksen  
Mr. G. Lafabregue  
Miss K. Hoshiga

Mr. W. W. Palmer  
Miss Leah Dickinson  
Mr. G. L. Niesse  
Dr. L. G. Noble  
Dr. L. C. Bane

The meeting was opened at 9:00 a. m.

A report by divisions of in-service training activities currently in operation was given. Mr. Niesse, Chief of the Administrative Management Division, reported that in the Office Services Section, the main training was in filing. In the Finance Section, Mr. Murray did a very good job by basing his training on the university course which the class subscribed to. In the Warehouse Section, an attempt is being made to show the nisei that good employment can be found in that line.

Mr. Sanford, Chief of the Community Management Division reported that in the Health Section, the response of the residents to the nurses' training course was not good, but the head nurse is satisfied with the present staff. The training derived by the employees in the Welfare Section is for use in the Center only, as very few are planning to continue this type of work upon relocation. The same is true for the employees of the Internal Security Section. More so in this case because the employees are almost all issei. In the Education Section, there are 350 students receiving some kind of vocational training after school hours. It will benefit the students to receive this training during their formative stage.

Mr. Bell, Chief of the Operations Division reported that the best example of vocational training in his division, was in the garage. The firemen are receiving training not only in putting out fires, but in recognizing fire hazards. There was a training program in the Engineering Section, but it is very difficult to keep the foremen at the training job for a continued period of time. Any help from the Vocational Training Unit on this problem would be greatly appreciated. Rotation



Minutes, Vocational Training Meeting  
9/21/44 Page 2

on the job would increase production because it would keep up the interest of individuals, especially in the case of the garbage service.

Mr. Bankson, Project Reports Officer stated that stenographic training has been going on in his office. Many times he has had girls who have never taken dictation. He would first dictate to them slowly, and would keep up their interest by commenting on their progress. Then he would gradually increase the speed of dictation. About eight or ten girls have relocated to stenographic positions. A cartoonist formerly in his section has also relocated to a very good position.

Dr. Noble asked for a clarification of the following points:

- (1) Where does Mr. Carmichael stand in relation to the other units?
- (2) Where does Mr. Carmichael stand in relation to Mr. Seal?

Mr. L. T. Hoffman suggested that information be sent to section heads clarifying the status of vocational training. He also suggested that training was as important as relocation and should be taken on as a matter of course; that the time has passed when a division chief, a section head, a unit head, or a foreman has to be approached tactfully to conduct a training program, but it is understood that he is to do it; and that in-service training should be stressed.

The meeting was adjourned at 10:50 a. m.

Respectfully submitted,

Kyoko Hoshiga



*Mrs. Crane*

17631000

WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT  
TOPAZ, UTAH

PROJECT DIRECTOR'S VOCATIONAL TRAINING COMMITTEE MEETING

Date: Thursday, September 21, 1944  
Time: 9:00 a.m.  
Place: Office of the Project Director

A P P R O V E D   A G E N D A

1. A report by divisions of in-service training activities currently in operation.
  - (a) In Administrative Management - Mr. G.L. Niesse, Deputy Project Director
  - (b) In Community Management - Mr. R.P. Sanford, Assistant Project Director
  - (c) In Operations - Mr. R.E. Bell, Assistant Project Director
  - (d) In Relocation Division - Miss Leah Dickinson, Relocation Program Officer
  - (e) In Reports Division - Mr. Russell Bankson, Project Reports Officer
2. A review of Administrative Notice #134, and a digest of "Statement of Policies for the Development of a Program for Training of Evacuee Personnel of the War Relocation Authority" - Mr. Perry Carmichael, Vocational Training Supervisor.
3. The Possible Future Trend of Training at the Central Utah Project, Topaz, Utah - Mr. L.T. Hoffman, Project Director.



MINUTES: SPECIAL SEGREGATION COMMITTEE

JULY 21, 1943  
WEDNESDAY 2:45 PM

Mr. Ernst presided.

Present: Mr. Hughes, Mr. R. Bell, Mr. Lafabreque, Miss Yoshii, Mr. Noble, Mr. Barnhart, Mr. Bankson and Mr. Lamb representing Mr. L. Bell.

Mr. Lafabreque, who was named segregation executive, brought in a complete plan of operation which he had prepared. The first action of the committee was to discuss a plan for calling together all members of the appointive staff, so that they might be given full and complete picture of the segregation program and would have full knowledge of the procedures and would be able to give correct information. Not wishing to make it a formal matter of getting the staff together for this purpose, Mr. Ernst proposed that some plan be worked out for calling the staff together for some special occasion, such as the laying of the high school cornerstone or an open house for the personnel to view the staff housing. Mr. Hughes, Mr. R. Bell and Mr. Watson were appointed a subcommittee to work out plans for this general meeting and set a date.

Mr. Ernst pointed out that the segregation program will be the major project of the center during the next 6 weeks or two months; and that all who are planning to take vacations should do so immediately before the segregation program gets under way, as all staff members will be required to be on hand once the movement starts.

Mr. Noble brought up the question of opening the schools on the scheduled date of September 7 if segregation is in full swing at that time. The point was well taken that it would be bad to open the school on a day when a large number might be leaving or to enroll a number of children who a few days later might be moving to the segregation center. The result of the discussion was that the schools should proceed on the normal schedule that has already been established until such time as the developments warrant a change, and especially that nothing should be done to upset the schedule until after the Denver conference.

Mr. Lafabreque, as segregation executive, then presented and explained the whole framework of the operating machinery as he had prepared it. This full report is already in the hands of each member of the committee and need not be repeated here.