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527  
WAR RELOCATION AUTHORITY  
TULE LAKE PROJECT

OFFICE MEMORANDUM

To: Mr. Harkness

Date: 8-15-42

From: Mrs. Francis

Subject: Allocation of Space for Adult Education Purposes

Now that reallocation of space is in process I should like to reiterate my often urged plea that Adult Education be given

- 1) several neighborhood locations spotted through the colony
- 2) full use--morning, afternoon and evening--of the housing assigned

It is absolutely essential to the success of any adult education program that its offerings be reasonably accessible. Older people, under no compulsion to attend school, will not and often can not walk considerable distances to and from classes. As for the younger adults, the parents of the girls often object to their going to distant evening classes, and the girls themselves have in many cases expressed timidity and dislike of having to do so. Very soon weather conditions will further discourage attendance at adult classes. If class space allotments continue to be marginal to or removed from the residence area, only the youngest and most vigorous colonists will attend. The thousands of older people, English-speaking and non-English-speaking, will become more and more confirmed in their aloofness and isolation.

Closely tied up with location is the matter of programming and schedule-building. Adult education programs are constantly changing. They are made up of more or less short courses offered in prompt response to community needs as developed and discovered. Those needs are never static even over short periods. Scope for expansion--in types of offerings, size and number of classes--is essential. Under these conditions coherent program planning and intelligent scheduling are out of the question if adult education activities must be fitted into the space and time requirements of other community activities.

If, on the other hand, a few locations so spotted as to serve the several neighborhoods of the project are made fully available, a functional adult education program reaching the entire adult community and responding promptly to felt needs can be built. There have been many indications already that public opinion in the colony strongly advocates an expansion of adult education activities. There are signs of growing resentment that more opportunities are not available. In the interests of project morale, and to forestall

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the consolidation of a large "alien island" in our midst, better adult study facilities must be afforded.

A full-time adult education location in each ward is desirable. If other demands make that impossible, I urge that locations in or near the following buildings be made available for full-time adult education use, so that all seven wards may be served in some degree. These locations would be additional to 1508, the Woodworking Shop, which runs to capacity daily and evenings except Saturday and Sunday, and which houses power machinery.

Location

Area To Be Served

7308  
1308  
4508  
4908  
2608  
2408

Wards VII, IV, III  
" IV, II  
" I, V, VI  
" VI  
" II  
" III, IV

JDF/yy

cc: Fleming  
Waller  
Shirrell  
Desk  
Chron.  
Subj. ✓

JAN 12 1945

Mr. Raymond R. Best  
Project Director  
Tule Lake Segregation Center  
Newell, California

Dear Mr. Best:

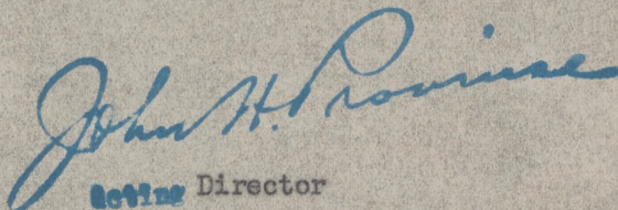
Recently and as a part of our program to encourage participation in the adult education program, we sent you Memorandum No. 1 and No. 2 on group discussions. You have also received various bibliographies and other teaching aids.

The enclosed Memorandum No. 3 summarizes previous suggestions on adult English instruction and offers some suggestions on procedures.

As more of the center residents who cannot now speak English will plan to relocate soon, the need for skill in English usage should become increasingly important.

I hope that you will discuss this memorandum with your adult committee and that you will take whatever steps are necessary for carrying the suggestions into effect.

Sincerely,

  
Acting Director

Enclosure

WAR RELOCATION AUTHORITY  
Washington, D. C.

ADULT EDUCATION AND ORIENTATION MEMORANDUM NO. 3

"Improving the Use of English by Center Residents"

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

NEED FOR A KNOWLEDGE OF ENGLISH

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

MOTIVATING THE PROGRAM

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

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

PROGRAM PLANNING

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

### English Class Instruction

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

### English Usage in Other Classes

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

### Out of Class English Instruction

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

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

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

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

ADULT EDUCATION ADVISORY COMMITTEE

<u>BLOCK NO.</u>	<u>NAME</u>	<u>ADDRESS</u>
4		
5	Miss Hanna Uyeno	519-C
6	Miss Mikiye Hayashi	618-C
7	Milton M. Honda, D.D.S.	704-B
8	Mr. Hitoshi Tanaka	803-C
9	Mr. Harry Iida, 917-C.	917-C
10	Miss Sumiko Nakagawa	1018-E
11	Mr. Jack N. Takahashi	1107-C
12	Mr. Kenneth Yasuda	1201-C
13	Mr. Kumaharu Okamoto	1318-A
14	Mrs. Masao Tanaka	1405-C
15	Mrs. Paul Abe	1503-A
16	Mrs. Kazue Hasegawa	1616-AB
17	Miss Yoshiko Kiyono	1714-AB
18	Mr. Philip Okano	1818-F
19	Mrs. Yonosuke Sasaki	1905-AB
20	Mr. Hayato Yasuda	2007-C
21	Miss Joice Kawamoto	2104-C
22	Mr. Sunao Nishio	2201-A
23	Mrs. Yumiko Eto	2303-B
24	Mr. William Inouye	2407-C
25	Mr. Sachihiko Yamamoto	2518-A
26	Mrs. Tsuneko Yamamoto	2615-C
27	Mr. Niro Sunada	2714-B
28	Harold Nakamura	2817-A
29	Mr. Tokuichi Kajita	2901-B
30	Mr. Tokushi Ichikawa	3013-A
31	Mr. Frank F. Hyosaka	3118-A
32	Mr. Arthur Morimitsu	3201-D
33	Rev. Isamu Nakamura	3317-C
34	Mr. George Kawata	3402-C
35		
36	Miss Haruko Oshima	3605-BC
37	Mr. Bob Sawada	3703-C
38	May Nakatogawa	3801-AB
39	Mr. Kamenosuke Teranishi	3919-B
40	Mr. Jim Masayoshi Matsuda	4016-C

ADULT EDUCATION ADVISORY COMMITTEE

<u>BLOCK NO.</u>	<u>NAME</u>	<u>ADDRESS</u>
41 . . . .	David Takagishi . . . .	.4116-C
42 . . . .	Mrs. Sada Murayama . . . .	.4206-E
43 . . . .	Mr. Komazo Wada . . . .	.4317-E
44 . . . .	Mr. Norio Yazuki . . . .	.4414-E
45 . . . .	Mrs. Rose Yamasaki . . . .	.4504-B
46 . . . .	Mr. Ed. Hayashi . . . .	.4613-D
47 . . . .	Mrs. Chiharu Goda . . . .	.4714-F
48 . . . .	Mr. Frank Nakamura . . . .	.4813-C
49 . . . .	Mr. Frank Watanabe . . . .	.4907-E
50 . . . .	Mrs. Koko Matsuda . . . .	.5017-C
51 . . . .	Mr. Kenichiro Yasuda . . . .	.5115-B
52 . . . .	Miss Kimi Maekawa . . . .	.5204-EF
53 . . . .	Mr. Uтарo Shimasaki . . . .	.5317-E
54 . . . .	Mr. Hesuke Yoshimura . . . .	.5415-F
56 . . . .	Miss Mitsue Shiraishi . . . .	.5617-F
57 . . . .	Mr. Gizo Kosai . . . .	.5711-F
58 . . . .	Mr. Akio Suekawa . . . .	.5806-C
59 . . . .	Mr. Kay Yamaguchi . . . .	.5903-C
67 . . . .	Dr. Matsusaburo Kuki . . . .	.6713-E
68 . . . .	Mr. George Mukai . . . .	.6815-E
69 . . . .	Mr. Chester Ogi . . . .	.6917-F
60 . . . .	Mr. Min Terada . . . .	.7003-E
71 . . . .	Mr. Jimmy Momoi . . . .	.7116-C
72 . . . .	Rev. Isaac Inouye . . . .	.7203-A
73 . . . .	Mr. Frank Matsumoto . . . .	.7303-E
74 . . . .	Mr. Yukio Fujioka . . . .	.7406-AB

W A R   R E L O C A T I O N   A U T H O R I T Y  
T U L E   L A K E   P R O J E C T   P U B L I C   S C H O O L S  
A D U L T   E D U C A T I O N   D E P A R T M E N T  
\*   \*   \*   \*   \*

SUPERVISORY STAFF

Philmer A. Sample . . . . . General Supervisor & Teacher  
David G. Reid . . . . . Woodworking Supervisor & Teacher

COORDINATING TEACHERS

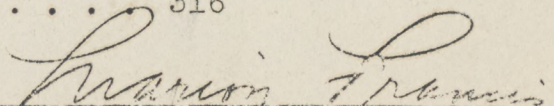
Tsuyuko Fukumitsu . . Tulean Sewing School (Headquarters 2408)  
\*Ruby Sakoda . . . . . English Department (Headquarters 2608)  
\*Also has teacher-training & supervisory responsibilities

OFFICE AND FIELD STAFF

Department Secretary . . . . . Yoneko Yoshimoto  
Inventory & Records . . . . . Norman Koyama  
Lesson Illustrator . . . . . Masayoshi Matsuda

ADULT EDUCATION BUILDINGS

<u>WARD</u>	<u>BUILDING</u>
1 . . . . .	1503
2 . . . . .	2608
3 . . . . .	2408
4 . . . . .	1008
5 . . . . .	( 4308 4508 4808-A
6 . . . . .	( 4908 5108-A
7 . . . . .	( 7208 7308-A
Warehouse . . . . .	316

  
(Mrs.) Marion Francis  
Acting Night School Director

MR. FLOYD WILDER 10.27

To Bulletin

WAR RELOCATION AUTHORITY  
Tule Lake Project  
Newell, California

*File*

A Higher Education Program is being organized within this colony for those who have completed high school or those who have been enrolled in colleges. These classes will probably be scheduled temporarily for evenings.

The University of California, the Sacramento and San Francisco Junior Colleges have kindly consented to cooperate with us. The students will be credited by these colleges upon successful completion of the courses.

A Tentative Program of courses has been set up and we are in need of qualified teachers to instruct the courses. We are asking your voluntary service.

If you are interested, will you please check the Tentative Program and notify us your choice of the course you desire to teach.

Please come to the Higher Education Building #3108 to fill in your biography blanks which will be necessary for the junior college and the university information.

## TENTATIVE PROGRAM OF COURSES

Junior College or University of California Extension Credit  
(These courses will be offered only if there is)  
(an instructor, sufficient enrollment, and an )  
(approval by the college. )

English -- Subject A Examination is a requirement for English 1A.

English - Subject A

Required of all students who do not pass the examination in Subject A.

Training in correct writing, including drill in sentence and paragraph construction, diction, punctuation, grammar, and spelling. Weekly compositions and written tests on the text. The principles of English composition are presented, and typical student compositions are analyzed and discussed in sections.

English 1A

Training in writing, together with a study of literature.

English 1B

An introduction to English literature through a textual study of four masterpieces, representing respectively the drama, the essay, the prose narrative, and the lyric.

History 4A and 4B History of Modern Europe

An introduction to the study of European History, giving a general prospective of the development of those political, economic, and social institutions which explain our present-day civilization.

4A extends to the French Revolution and 4B to the present time.

History 8A and 8B History of the Americas

A general historical survey of the Americas from the discovery to the present. Colonization of the western hemisphere. Struggle for colonial supremacy. Wars of independence in English-America Hispanic-America. Canada under the French and British. International relations of the Americas.

Mathematics 1

Intermediate Algebra

Mathematics C

Trigonometry

Mathematics 3A and 3B

Plane Analytic Geometry and Calculus

Mathematics of Finance 2

Theory of compound interest and applications to practical problems involving annuities; bank discount; various types of bonds and practice in the use of bond tables.

Mathematics 8 College Algebra

Prerequisite: Math. 1 and Math. C, or two years of high school algebra and trigonometry.

Rapid review of algebra through quadratics followed by determinants, partial fractions, theory of equations, and infinite series.

Zoology 10

An outline of the principles of animal biology with special references to heredity, evolution, eugenics, and the bearing of biology upon human life.

Descriptive Introduction to Physics 30

Brief non-mathematical presentation of some of the more important phenomena in physics, with demonstration work.

Botany 10 The Life of the Plant

Equivalent to Botany 12.

An outline of the main facts of plant science emphasizing structure and functions of seed-bearing plants, elementary classification, reproduction, evolution of plants, and the influence of environmental factors on plant development.

General Psychology 1A and 1B

An introduction to the facts and principles of psychology.

Economics 1A and 1B

Introduction to economic theory and an analysis of the operation and problems of the modern economic system.

Economic History 10

Development of the modern enterprise or capitalist economy in its North Atlantic setting, with emphasis on institutions and practices.

Economics 6A and 6B

Principles of Accounting

Political Science 1A and 1B

- 1A. The government and politics of Great Britain and her self-governing dominions, France and Switzerland.
- 1B. The government and politics of the Soviet Union, Italy, and Germany.

Philosophy 6A and 6B

An elementary systematic survey of fundamental issues in metaphysics, logic, theory of knowledge, religion, and ethics, illustrated by readings in the philosophical sources.

English 4A and 4B

Novels, biographies, and plays read for insight and appreciation.

English 9A and 9B

Survey of American literature.

English 54A-54B

Word analysis.

A study of words and word building, designed to increase the student's vocabulary and his ability to spell correctly.

Sociology 1

A study of the origin and development of human society with special emphasis on social problems.

Social Institutions 21a and 21b (Sociology)

Theoretical foundation for an analysis of social institutions, by studying the scientific method, folkways and mores of the people, social unity, and the cultural basis of society. Emphasis upon a study of marriage, divorce, family, parent-child relationships, race, population, crime, poverty, old age, youth, and education.

Jurisprudence -Origins of Legal Institutions- 1a and 1b

A survey of ancient civilizations, the history of Greece and Rome to the sixth century A.D. Agencies of legal growth and the development of law since primitive times and the inter-relations between law and government. The early legal institutions of Europe and their influence upon the modern juridical system.

Jurisprudence 18A Commercial Law

Sources of law, concepts of property rights, criminal liability, tort liability, contract law, and agency.

Art Form 2A

Drawing as a natural means of expression and communication; line drawing, rhythm in line and shape; representations of optical illusion versus expression of mental realities; drawing solid objects in space;

Art--Form 2A (cont'd.)

special problems of figure, landscape and still life; working from the imagination. Composition and rhythm emphasized throughout.

Introduction to Musical Literature 27A

Lectures, illustrations and readings designed to furnish a general appreciation of music.

Music Today 33 A-B

A survey of contemporary music, its sources and its problems. Fully illustrated with representative works of the most important living composers.

Elementary Latin 20a

German A-B

Elementary German.  
Beginner's course. Essentials of linguistic structure; acquisition of fair vocabulary, reading of easy German.

Hygiene 4 Elementary Public Health

A general survey of the field of public health in the United States, including a consideration of the causes of death, sickness, and disability; the conservation of infant and child life; home and the industrial environment; the non-communicable diseases; and the presentation of health instruction.

Home Economics 5 Elementary Nutrition

Foods and nutrition as factors in health, growth, and activity with special emphasis upon their role in promoting physical fitness and prevention of ill health. Recent trends in dietary habits.

Home Economics 51c Historic Dress in America

Study of costume in America from early Colonial times to the present with reference to the national geographic and religious aspects which enter into the fashions displayed in the United States from the sixteenth century to the present time. Notebook work stressing European influences and including modern adaptations of these periods.

Home Economics 35 Consumer Education

Buying problems confronting purchasers of food, clothing, cosmetics and drugs, shelter, recreation, equipment and financial security; types of retail marketing agencies serving the home; methods of improving consumer buying; informative labels; how to determine and use standards;

Home Economics 35 Consumer Education (cont'd.)  
government aid and protection for consumer buyers.

Home Economics 54 Social Arts  
The etiquette of social situations: Conversation, introductions, meals, teas, dances, travel, correspondence, etc.

Public Speaking 2A The Fundamentals of Speaking and Reading  
How to use the speaking voice effectively and pleasantly. Diction, pronunciation, poise. Class and individual practice in speaking and in reading verse, prose and drama.

Note: There will be no fee for Junior College courses, but a small administrative fee will be attached with the University of California Extension courses.

## POST-GRADUATE REGISTRATION

Students enrolling in post graduate courses are expected to follow all school regulations that are set up for under-graduates.

Special study halls will be set up for post graduate students. They do not appear on the program but put down that you desire a study hall for any period during the day and if there is sufficient number requesting a given period, a study hall will be established.

You may enroll in as many subjects as you desire. A sufficient number of students requested courses in the following list of subjects to make it seem probable that there will be 15 enrolled so as to permit a class. The room number and period will be as listed:

<u>SUBJECT</u>	<u>ROOM</u>	<u>PERIOD</u>
Algebra I A	5-G	7
Algebra II A	5-H	6
Auto Shop (two sections)	4-B	1 & 2, 7 & 8
Bookkeeping	7-H	2
Business English	7-H	6
Latin I	5-J	4
Physics	5-D	8 & 9
Physiology	5-E	6
Shorthand I A	7-I	8
Shorthand I B	7-I	3
Trigonometry	5-H	4
Typing I	7-G	9
Typing II	7-G	2 or 6
Analytical Geometry	7-J	5
German I B	6-E	3

In all courses except Analytical Geometry, high school credit can be given.

We are also prepared to offer courses in the following subjects if 15 students are interested. The periods are marked but we shall set up the list when we note that there are a sufficient number interested to organize a class. High school credit can be granted for any of these courses. Note that no period has been set for Special English, but we shall set up as many classes in this subject as required and at a time convenient to the students. There will be no classes in adult education or post-graduate work after the supper hour.

<u>SUBJECT</u>	<u>PERIOD</u>
Sociology	9
Spanish	
Economics	7
Special English (any time)	
Chemistry	3 & 4
Biology	6
Speech	3
Creative Writing	2
Dramatics	7
Crafts	5 & 6
Mechanical Drawing	1 & 2
Drafting	7 & 8
Home Nursing	4
Clothing I and II	7 & 8
Solid Geometry	9
Plane Geometry	2
Latin II	3
Shorthand II	8
Physics B	6 & 7

In registering fill out the information asked for on the registration blank.  
PLEASE PRINT.

Fill out an individual class request for each subject, showing on that blank what vacant periods you will have to assist us in selecting a new period in case of too many conflicts. THIS IS IMPORTANT.

Classes will start Tuesday, December 26, 1944.

WAR RELOCATION AUTHORITY  
Tule Lake Project Public Schools  
Adult Education Department

A D U L T   E D U C A T I O N   C L A S S E S

<u>Subject</u>	<u>Place</u>	<u>Time</u>	<u>Teacher</u>
<u>Automotive Repair</u>	4508	MW 7-9 p.m.	James W. Davis
<u>Clothing</u>	1008	MWF 8:30-11:30 a.m. TTS 1:30-4:30 p.m. TT 7-9 p.m.	Yukie Kondo
		TTS 8:30-11:30 a.m. MWF 1:30-4:30 p.m.	Masako Matsunami Florence Kurahara Niki Okano
		MW 7-10 p.m.	Masako Matsunami Alice Kaya Florence Kurahara Doris Matsunami Niki Okano
	2408	MTWTF 9-11:15 a.m. 2-4:15 p.m.	Tamotsu Kataoka Yuriko Fujioka Bernice Ochikubo Fusayo Sakai Rui Sumihiro
		MTWTF 9-11:15 a.m. 7-9:15 p.m.	Alice Tsuda Chieko Shinosaki
	4308	MTWTF 9-11:15 a.m. 2-4:15 p.m.	Sono Saiki Kuma Kajitani Kimiko Nishikawa Misao Takasugi
		MTWTF 9-11:15 a.m. 2-4:15 p.m.	Doris Yagi
	5108	MWF 9-11:15 a.m. TT 2-4:15 p.m.	Tsuyuko Fukunitsu
		MTWTF 9-11:15 a.m. 2-4:15 p.m.	Shin Toriumi Eriko Fukaya Toka Shibata Masae Siwa

# A D U L T   E D U C A T I O N   C L A S S E S

<u>Subject</u>	<u>Place</u>	<u>Time</u>	<u>Teacher</u>
<u>Clothing (Cont.)</u>	7208	MWF 8:30-11:30 a.m. TTS 1:30-4:00 p.m. TWT 7-9 p.m.	Yuriko Date
		MTWTF 9-11:15 a.m. 2-4:15 p.m.	Mary H. Sakai
		MTWT 8:30-11:30 a.m. 1:30-4:30 p.m.	Chiyo Sato
		MTWT 8:30-11:30 a.m. 1:30-4:30 p.m.	Penelope Yabe
	7308	MTWTF 9-11:15 a.m. 2-4:15 p.m.	Mary Arima
		MTWTF 9-11:15 a.m. 2-4:15 p.m.	Alice Tsukuno
<u>Commercial Subjects</u>	4508		
Shorthand		MTWTF 8:45-10:45 a.m. 1:30-4:30 p.m.	Pearl Masuda
Typing		MTWTF 8:45-10:45 a.m. 1:30-4:30 p.m.	Homoye Kitahara
Business English		MTWTF 10:45-11:45 a.m. 3:30-4:30 p.m.	Philmer A. Sample
Bookkeeping		MTWTF 4:30-5:15 p.m.	Philmer A. Sample
<u>Economics</u>	4908	MWF 7:30-9 p.m.	Norman Koyama
<u>Engineering</u>			
Fundamentals	2608	MTh 7-9 p.m.	Kingo Takasugi
Strength of Materials	4508	WF 7-9 p.m.	Kingo Takasugi

# A D U L T   E D U C A T I O N   C L A S S E S

<u>Subject</u>	<u>Place</u>	<u>Time</u>	<u>Teacher</u>
<u>English</u>			
Issei; Low Begin.	1008	TTS 9-11 a.m.	Rose Serizawa
Issei; Begin.		TTF 1-3 p.m.	Frank Nishida
Issei; High Begin.		MWF 9-11 a.m.	Rose Serizawa
Kibei; Intermediate		MTWTF 1:30-3:30 p.m.	Chiyeiko Shigekawa
		TTF 7-9 p.m.	Chiyeiko Shigekawa
Issei; Low Begin.	2608	TTS 1-3 p.m.	Tetsuko Akitsuki
Issei; High Begin.		MWF 9-11 a.m.	Kazumi Okamoto
		MWF 1-3 p.m.	Tetsuko Akitsuki
		MWF 2-4 p.m.	Ruby Sakoda
		TTS 3-5 p.m.	Asako Higaki
Issei; Intermediate		TTS 9-11 a.m.	Yoshiko Kiyono
Kibei; Begin.		MTWTF 3-5 p.m.	Janet Okano
Kibei; High Int.		MTWTF 9-11 a.m.	Miyoko Ito
Issei & Kibei, Adv.		TT 7-9 p.m.	Yoshiko Kiyono
Issei; High Begin.	4808	TTS 1-3 p.m.	Ruby Sakoda
Kibei; Begin.		MTWTF 9-11 a.m.	Janet Okano
Kibei; High Inter.		MTWTF 3-5 p.m.	George Hayashi
Issei; Low Begin.	4908	TTS 9-11 a.m.	George Hayashi
		MWF 1-3 p.m.	Miyoko Ito
Issei; High Begin.		MWF 9-11 a.m.	Asako Higaki
		TTS 9-11 a.m.	Tetsuko Akitsuki
		MWF 3-5 p.m.	Asako Higaki
Issei; Inter.		TTS 2-4 p.m.	Yoshiko Kiyono
Issei; Low Begin.	7108	MWF 7-9 p.m.	Rose Serizawa
<u>House Planning</u>	2120	F 7-9 p.m.	Harry Katsuyama
	4008	M 7-9 p.m.	Harry Katsuyama
<u>Mathematics</u>			
Advanced Algebra	4808	MW 7-10 p.m.	Masayoshi Matsuda
Analytical Geometry		TF 7-10 p.m.	Masayoshi Matsuda
<u>Modern Marriage</u>	4308	T 7-9 p.m.	Rev. Shigeo Tanab
<u>Psychology, Elem.</u>	2408	S 2-4 p.m.	James Sakoda

# A D U L T   E D U C A T I O N   C L A S S E S

<u>Subject</u>	<u>Place</u>	<u>Time</u>	<u>Teacher</u>
Woodworking (Power machines & Hand Tooling)	1508	MTWTF 8:30-11:30 a.m. 1:30-4:30 p.m. 7-10 p.m.	David Reid George Kawachi Mitsuo Shintani William Wada

## H A V E   Y O U   C O N S I D E R E D

### WHAT ATTENDANCE AT CLASSES

### CAN DO FOR YOU?

#### IT CAN HELP YOU

Master the English language	{	Understand fully
	{	Speak correctly
	{	Read well
	{	Write easily
Understand Better	{	Yourself
	{	Your family
	{	Your community
	{	The world in which we live
Express Yourself Creatively in	{	Design
	{	Language
	{	Houseplanning
	{	Shopwork
Acquire Manual Skills & Techniques	{	Office
	{	Clothing
	{	Mechanical
	{	Woodworking
Increase Your Personal Effectiveness Through	{	Wider information
	{	Fuller understanding
	{	Greater expressiveness
	{	More confidence

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Sample #1

WAR RELOCATION AUTHORITY  
Tule Lake Project Public Schools  
Adult Education Department

Course Clothing, Adv. Date Jan. 4, 1943  
Class Schedule M, T, W, T, F 8:30-11:30 AM Location 2408 Teacher Mrs. Kataoka  
Name of Student (Mrs.) Florence Mkhomi Address 2513-A  
How much instruction have you had in this subject? 1 yr. J.C., & at home  
How much experience have you had in this subject? Have made family clothing  
Why do you want to take this subject? Vocational training  
Time preferred: Morning ✓ Afternoon \_\_\_\_\_ Evening \_\_\_\_\_  
How many days (or nights) a week could you come to class? 5

INDICATE SPECIAL INTERESTS ON REVERSE SIDE OF THIS SHEET

Sample #2

WAR RELOCATION AUTHORITY  
Tule Lake Project Public Schools  
Adult Education Department

Teacher's Weekly Report

Week of Jan. 11-16, 1943

(Due every Monday morning for the preceding week)

Subject Clothing, Adv. Days T, T, S Hrs. 8:30 - 11:15 Teacher M. Matsunaga  
Location 1008 Class Began 1-4-43 Address 1006-AB  
Initial Enrollment (Male) - (Female) 51 (Total) 51  
Present Enrollment (Male) - (Female) 55 (Total) 55

ATTENDANCE

	M	T	W	Th	F	S	Total	Average
Morning		55		54		55	164	$54\frac{2}{3} = 55$
Afternoon								
Evening								

Remarks: Singer thread AF85112 needs repair (over) Hours Taught 8½

Students are drafting  
tailored winter suits.

I want to learn tailoring  
including men's.

DEPARTMENT

MONTH ● , 194

RECORD OF ISSUES  
NON-EXPENDABLE MATERIALS

DATE ISSUED	TEACHER	SUPPLIES OR MATERIALS	QUANTITY	DATE RET'D.	REMARKS

COORDINATING TEACHER

NOTE: Teachers should sign in the "Teacher" column for materials received.

Enough space should be left under "Date Returned" for any one set of materials issued, so that if entry of partial return is made room remains for additional entries of returns until the whole loan has been closed.

WAR RELOCATION AUTHORITY  
Tule Lake Project Public Schools  
ADULT EDUCATION DEPARTMENT  
Newell, California

TO ALL ISSEIS

Your sons and daughters are leaving the Project in large numbers, to seek opportunities outside. Children of many of you have left. Others will go soon. The number leaving is growing larger each week.

You will soon want to follow your children, so that your families can be together again.

But what do you know about conditions outside? What do you know about rationing, cost of living, attitudes toward Isseis, Niseis and Kibeis in different parts of the country? What do you know about climates, agricultural and industrial conditions, opportunities for work and business?

What else do you want to know about the outside? Where can you look for the answers to your questions?

The meetings listed below have been scheduled to help you find out those things. They are your meetings, planned by the Adult Education Department to help you, just as the Woodworking Shop and the Clothing classes and the English classes have been helping you.

Come to them. Bring your questions. The teacher will answer fully and truthfully whenever he has the information. When he does not know the answers he will do his best to help you find them. Don't miss this opportunity to keep up with your children and preserve your family life.

An interpreter will be present to help you understand if necessary.

"The World Your Nisei Sons and Daughters Face"

Monday, Wednesday, 7:00--9:00 P.M.....4808A

"Understanding the World of Your Nisei Sons and Daughters"

Tuesday, 7:30--9:00 P.M.....2608A) in English  
Friday, 7:30--9:00 P.M.....4808A) and Japanese

"Question Box and Public Affairs Discussion"

Friday, 1:30--3:00 P.M.....4908A

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