

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

3. ADULT EDUCATION

Committee Report and Recommendations

COMMITTEE:

Kenneth Harkness, Supt. of Education, Tule Lake Project,
California
A. T. Harris, Supt. of Education, Colorado River Project,
Arizona
N. E. Viles, WRA Education Adviser, Washington, D. C.

1. The nature of the WRA program and the presence of many center residents unequipped to take up life anew in unfamiliar surroundings in normal American communities made it desirable to develop on the centers extensive adult education programs. While excellent work has been done in these programs, it seems desirable to provide more specific direction in order that end values may in a greater measure contribute to major purposes of the WRA program. It is intended that this report shall call attention to need and outline procedures to be followed that the Adult Education program may contribute to successful relocation. To this end, it seems desirable that adult education courses be of the following types:

- a. Preparation for relocation. This involves the training for relocation, Americanization, or adaptation to living conditions in outside communities. Courses for training in the use of English, study of community habits and possibilities, and preparation for the life of the evacuee in the new community are of this type. This should be the primary purpose of the Adult Education program.
- b. Self-improvement courses. These include courses for the improvement in personal skills needed in complete living in normal communities. Sewing, cooking, child care, and many other similar courses of this type may be of interest to the enrollees and at the same time can be used as a means of promoting the general ideals of Americanization and community citizenship.
- c. Avocational or leisure-time courses. There may be justification for courses of this type if they are so planned and directed that they contribute to the major WRA purposes.

2. Scope of Program

While the whole program of adult education would and should include personal interviews, displays, forums, and other means of imparting information, the committee at this time is concerned primarily with the organized class type of adult education. This phase of the adult education includes classes having fixed places and time for meeting, an approved program of

studies, and a regular enrollment. These classes shall be designed for enrollees over the normal high school age, but should not include those courses organized under the established vocational program.

It is recommended that all adult education classes be so planned that the work of every class may directly or indirectly contribute to the goals of Americanization and successful relocation. It is also recommended that the medium of instruction and communication be English, in so far as practicable, and that the teachers be so instructed. It is also recommended that recognition be given to the value of certain Japanese cultural patterns and practices with which the enrollees are familiar as points of departure or as vehicles for carrying forward to the accepted goals of the WRA and those of the adult education program.

3. Organization of Program

The committee recommends that attention be given, both at the Washington and the project level, to a type of organization that will bring effective results from the adult education program. It should be recognized that adult education must have the interest of and be participated in by most or all of the appointed staff members, each of whom directly or indirectly contributes to the knowledge and understanding of the evacuees. To this end, it is recommended that advisory committees on adult education be organized at both Washington and project levels.

- a. In Washington Office--The committee recommends for consideration the appointment of a Washington committee to advise on programs, on cooperation of and with the various sections, and to aid in appraising results.
- b. At Project levels--It is recommended that project committees serve in similar capacities on the centers. In addition, these committees may aid in developing the program, receive requests for courses, recommend approval or disapproval, and cooperate with the school officials in securing teachers and organizing courses. This committee might serve as a clearing house for reporting to Washington course approvals and disapprovals and progress made.^{2/} This committee would aid in directing residents to classes which may be of value to them and would evaluate the requests of the various sections which may wish to have particular courses established. All approved courses would then be under the supervision of the education section.

-
1. As a result of conference discussion, on March 28, 1944, this recommendation is being referred for further clarification to the National WRA Advisory Committee on Adult Education.
 2. As a result of the conference discussion on March 28, 1944, the foregoing revision was made.

4. Miscellaneous

It is recommended that no class be organized with an enrollment of less than 15 and that classes with an attendance of fewer than 10 per teacher not be maintained. It is also recommended that specific attention be given to providing books, illustrative materials, and other aids to instruction. Each instructor should be familiar with WRA bulletins and pronouncements on relocation policies.

5. Teachers

With a shortage of qualified evacuee teachers, some consideration should be given to providing appointed teaching assistance on chartered positions for instruction in specific fields such as the languages.

6. Related factors

The committee wishes to point out the importance of acquainting all staff members with the relocation goals of WRA, the part that adult education may play in this program, and the contribution that may be made by others than regularly appointed teachers.

As stated, this committee report is concerned primarily with organized class adult educational activities. However, the committee wishes to call attention to the educational value of forums, council meetings, conferences, newspapers, and posters which may be promoted and used by various sections and individuals on the center as a media of instruction.^{2/}

3. Revised by committee as per conference discussion on March 28, 1944.

March 25, 1944