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WAR RELOCATION AUTHORITY

TEACHERS' HANDBOOK ON EDUCATION FOR RELOCATION

Supplementing Manual Section 30.3
April 27, 1944

WAR RELOCATION AUTHORITY

Washington

April 24, 1944

ADMINISTRATIVE NOTICE

Subject: Handbook Release No. 101

Distribution: B (See last Paragraph of this Notice) plus RS and RO

Attached is a portion of the Education Handbook, Sections

30.3.20 to 30.3.25

This "Teachers' Handbook on Education for Relocation", goes back to January, 1944, when the Education Section of WHA, with the advice and assistance of other interested sections prepared for the Director a preliminary outline for a bulletin on "The Contribution of the Education Section to the Relocation Program." The outline was sent to the centers with a request that the school officials and the school faculty study the objectives and the proposed program, evaluate the objectives, and prepare a suggested program of procedures and curricular offerings that had been or could be used in aiding the schools to make a more definite contribution to the relocation program.

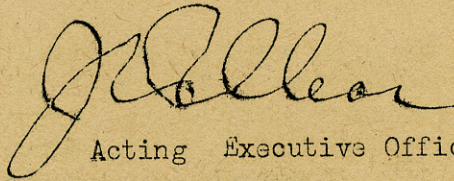
The center contributions and suggestions have been assembled in the Washington office and are presented in the attached Handbook. These materials are good. They show sound thinking and good educational background. To a certain extent these reports have already fulfilled the purpose of the study in that they have focussed attention objectively on the problem of relocation. By now each teacher must be aware of many hitherto untried techniques which he or she is eager to use in her classes to meet the objectives. These objectives, as revised on the basis of Center suggestions, are as follows:

1. To prepare the teaching staff to make their contribution to relocation.
2. To help the evacuees dissolve the emotional blocks which interfere with relocation.
3. To reemphasize the American ways of life and cultural values.
4. To develop a Vocational Training Program geared to project and relocation needs.
5. To develop facility in the use of conversational and written English.

A copy of the Handbook should be placed in the hands of each teacher in the center as well as of all division and section heads. It is suggested that, in view of the fact that Relocation is one of the major objectives of the WRA program, all division and section heads read the Handbook carefully, with the possible exception of the Exhibits. Familiarity with the contents will facilitate the project-wide cooperation necessary for the success of the program.

The Handbook is divided into two parts, Sections 30.3.20 to 30.3.25, which outline the program, and eleven exhibits based on what some centers have done, or proposed to do, to make education further relocation.

Ninety copies of the Handbook are being sent to each center, except Tule Lake and Jerome. In addition to the regular distribution under Code B, a copy can be given to each teacher. Additional copies will be sent from Washington upon request.



Acting Executive Officer

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.20 The preliminary outline for a document on "The Contribution of the Education Section to the Relocation Program", which was sent to the centers in January, 1944, brought a generous response from education officials and school staffs. The reports from the centers - containing evaluations of suggested objectives, programs of procedures and curricular offerings that had been or could be used - varied in length from five to 150 pages. They were the result of many teacher conferences and committee meetings. They represent the cooperative effort of hundreds of teachers on all of the projects.

Genesis of
Handbook on
Contribution
of Education
to Relocation

A. From the ten centers the reports were submitted in a variety of forms: essays, syllabi, outlines, itemized devices and techniques, lesson plans and unit plans. An effort has been made to include the essence of all these reports. To do this, a summary description of each device or technique was written. These devices and techniques are presented in the following pages for the consideration of all teachers. Because of some overlap in content, items are not presented in any predetermined order. No effort has been made to rewrite them into parallel grammatical structures. With minor deletions and editing they are presented in much the same form in which they were submitted. The lists are, therefore, short and readily perused. They are to be considered as stimuli to further thinking, not as prescribed patterns of instruction. In addition to the specific techniques and devices listed under each objective, several unit plans are presented in the second section of the handbook to show how these procedures have been integrated by certain school groups. It is suggested that the teacher read all the items listed under each objective. From these she may choose, adapt, and expand the suggestions which best fit her needs.

Development
of Materials
from Centers

B. At the suggestion of several centers, Objective II - To bring into the schools outside contributions which will provide information and incentive toward relocation - from the preliminary outline was dropped as such, inasmuch as it represents a technique of education for relocation rather than an objective. The items which would normally appear under this "Objective" have been assigned to other objectives. On the other hand another objective has been added in accordance with the suggestion made in several

Revision
of
Objectives

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reports. This has to do with the emotional blocking which in many cases is the real reason for failure to relocate. This objective has been added, then in the place of Number II in the original list: To help children and adults dissolve the emotional blocks which interfere with relocation.

- C. It should be noted further that objectives as well as procedures are interrelated and overlap. This strengthens impressions and fortifies the learning of essential facts dealing with relocation. Language skills are developed in the course of fact-finding activities. Emotional blocks are removed as increased information and experience increases the individual's confidence in his ability to adjust to change.

- D. It will be noted that little emphasis has been placed on philosophy of education and teaching methods. Center teachers already are competent in that direction as indicated by the excellent content of the reports. One suggestion which recurred in the returns from time to time might be emphasized at this point. Since the problem of relocation has been presented so often to the evacuees, perhaps the best results would be obtained through the indirect approach. Driving indoctrination, while more forceful eventually might tend to defer relocation rather than promote it. This is true especially in the case of those evacuees who have already developed emotional inhibitions which influence their behavior much more strongly than any factual and logical presentation of reasons for seeking a new kind of life.

- .21 In order to do the most effective counseling and teaching, each instructor should be thoroughly familiar with all the facts concerning relocation. He should deserve the confidence of the evacuees by his ability to give accurate answers to their questions. In this way he can help the evacuees gain confidence in their own ability to solve their own problems by facing them squarely as they arise, getting the necessary facts on the case, and working out a solution on the basis of this data. In this way the counselor can help evacuees avert the disappointment and frustration which frequently follow a sentimental approach to the situation.

Some of the techniques which can be used in reading this objective are:

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Objectives
Inter-related

Indirect
Approach

Objective I
Preparation
of Staff
Attitudes

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Visiting representatives of employers and relocation officers speak to teacher groups.

Techniques-
Objective I

Local relocation officers discuss their program with teachers.

Complete relocation libraries.

Have relocation officials make statements which are in harmony with Washington policy and program.

Prevent relocation officials from making statements injurious to various aspects or phases of center programs.

Organize a Relocation Committee within the Education Section responsible for the coordination of relocation activities and information.

Have representatives of interested state department of education divisions address staff regarding relocating and employment of evacuees.

Explain the operation and advantages of the Hostel plan.

Distribute Relocation material and use it as the basis for small-group discussions.

Organize a relocation committee among teachers; have committee report regularly on techniques being developed in relocation education.

Have a qualified speaker develop the theme: "Social Aspects of the Japanese Empire" (background material for more effective relocation work by teachers).

Have the Welfare Director explain to the education staff his function in aiding relocation.

Have the Social Analyst explain to the education staff the effect of center life on morals and attitudes (of residents).

Have members of the staff explain the procedures of leave clearance.

Have discussions (in groups) of the problems of minority groups in a democracy.

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Bulletin boards for staff members for disseminating information and news releases regarding relocation.

Correspondence between staff members and relocatees.

Sharing between staff members of letters from evacuees who have relocated successfully.

Discussion of relocation problem cases.

Encourage free communication and intercourse (social) between evacuee and appointed personnel staff members in order that mutual understanding may be developed of the larger groups which these small groups represent.

Group discussions of the relationship of the problems of evacuees to the problems of other racial minorities throughout the country.

Group discussion of the implications for the American way of life of evacuation, relocation center detention, the attitudes of the outside press, or "patriotic" organizations, of politicians, and of certain vested interests.

News, editorials, and feature stories to be made regular material in center newspapers and other printed media.

Frequent consultations between core teachers and relocation officials.

For first hand experience with relocation procedures, have teachers work on relocation during vacation periods.

Develop insight into relocation problems by reading carefully student reports and class discussion on the general topic.

Continual emphasis in every way on the preparation of center residents for life outside the centers.

Let the curriculum advisor work with the teachers on all levels in the development of techniques and materials to be used in their respective courses, and in the writing of lesson plans featuring relocation emphasis.

Conduct a seminar for student teachers entitled: "Training for Relocation."

Techniques--
Objective I
(cont'd.)

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Discuss "Relocation Education" with school administrators and supervisors at weekly luncheons.

Have periodic education staff meetings with members of Project Relocation Office as speakers.

Have occasional school faculty meetings devoted to discussion of relocation education procedures, techniques and developments.

Call special staff meetings to hear relocation teams, student relocation directors and other officials who may be visiting project to stimulate or assist relocation.

Arrange for attendance of staff at relocation movies.

Arrange open forum meetings with Project Relocation Committee (If these are general staff or project meetings, require teacher attendance. If no project meetings are planned, arrange with Relocation to conduct open forum meetings for school staff alone).

Techniques -
Objective I
(cont'd.)

Participation of school staff in leave and segregation hearings to better acquaint staff members with individual problems and attitudes.

Periodic discussions concerning deleterious effect of camp life on character, work habits, attitudes, etc. toward American thought, culture, and customs. These discussions should be conducted by Community Analyst, Welfare Section, etc.

Request Washington for periodic publications on relocation distributed to appointed personnel, explaining such items as current relocation figures, occupational opportunities, favorable expressions of outside sentiment, etc.

Appointment of Education Section Relocation Advisers with representatives from each school to stimulate and formulate Relocation Education activities.

Give new teachers a file of official information on the subject. These files should be kept up to date as new materials are received.

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Conduct faculty discussions of Administrative Instruction 96.

Promote a stronger program of intercultural education between staff members.

Discussions between teachers and relocation officers.

Discussions between teachers and welfare officers.

Take evacuee teachers on field trips to build up the interest of these evacuee teachers in relocating.

- .22 The objective is to help the evacuees dissolve the emotional blocks which interfere with relocation. Relocation is a psychological problem as well as an economic and social one. Much has happened to these people to take away their security, their self-confidence, and their independence. An increasing fear of the unknown and doubt as to their own ability to cope with difficult situations keeps them from going ahead with their plans for relocation. Facts and figures do not necessarily convince them. Reasoning tends to increase their confusion when the rationalization conflicts with their deeper feelings of fear and insecurity. The reconditioning of these emotional sets against venturing forth again into a new environment is not easy; but it must be done if relocation is to continue effectively. It becomes the problem of the teacher and counselor, therefore, to analyze these psychological blocks in order to help the individuals work out a satisfactory adjustment in terms of relocation.

- A. Lack of self-acceptance. The desire to be American coupled with a fear of non-acceptance by other American groups, appears to result in frustration. This shame of ancestry may result in an outward expression of distrust of other American groups of an intolerance toward everything Japanese. Symptomatic of this attitude is the denial by students of any previous association with "Japanese"; denial of any facility in the Japanese language; a rejection of all parental control; imitation of slang, dress, and characteristics thought to be typically American; and an expressed desire to escape racial discrimination.

Objective II
Dissolving
Psychological
Blocks

Psychological
Blocks

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Inability to face reality. This might be described as a withdrawal from the problems of the present and a desire to return to the past. Some symptoms which might be observed among both adults and young people are lack of desire for information concerning the major issues of the war, demand of rights which are unattainable at this time and remaining as close as possible to California in case it is possible to return there soon.

Complete dependence upon parental decision even when the child believes his parent to be uninformed or wrong; a tendency to cling to the security of the child-parent relationship.

Fear of the unknown.

Satisfaction with life in the center. Certain young people are enjoying more leisure time than they experienced in their former homes. The satisfaction of physical needs without effort becomes increasingly attractive to some the longer they live in the center. With the improvement of the centers, life within them ceases to be intolerable. Many evacuees occupy positions of prestige which have heretofore been denied them. This applies to students in school as well as the older Nisei and Issei.

Psychological
Blocks
(cont'd.)

The continued presence in the center of those who have renounced their loyalty to the United States, have expressed a desire for expatriation or repatriation, and are looking forward to a future in Japan instead of in this country. In many cases, those who have made this decision feel the need for justifying themselves before the community. They magnify and manufacture injustices and instances of discrimination. They deny all opportunity for those of Japanese ancestry in this country. They look with an air of sophisticated cynicism upon those who are "naive" enough to retain their enthusiastic hopes and confidence for a future in the United States through relocation. They exert a psychological influence upon the more timid individuals who are "on the fence" concerning relocation.

Lack of assurance of ability to earn a living outside the center increases fears of diffidence.

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- B. Facts and figures about relocation, its importance and its success do not necessarily convince people. Reasoning and intellectual information do not always recondition deep-set fears and feelings of insecurity. (Probably the best contribution in the use of emotions in education is Prescott's Emotions and the Educative Process.) Reconditioning the emotional set against relocation is not easily done.

There must be a feeling of more prestige and excitement in going out than there is security in staying in.

Going away parties for relocatees are good. Special attention in class to glamorize the pupil who goes out can be initiated by the teacher. Letters received from relocatees must be highlighted before the class. The more "fanfare" that can be aroused about departure, the better to encourage the next one.

Reconditioning
procedures

There must be a positive tone in our discussion of relocation. "Of course" it's all settled that everyone must relocate sometime. "When you relocate.." and "After you relocate.." should be used habitually. You talk in terms of assuming everyone is already convinced about relocation.

P.T.A. meetings with the parents who are fostering this fear of relocating in the young people is important. "Where is the courage you had when you were adventurous and came across to America? Are you giving your children courage to face a new world or are you hiding your children in memories of Japan as you knew it forty years ago?".. These questions must be answered by the parents.

Evacuees must be stimulated to a healthy discontent with the limitations of the center, or they will never move. After they drift into the lethargy and dulled feeling of security, it will take a major transfer from one project to another to stir them up.

Teachers must continually point out the better life "outside" and create discussions on the enjoyment and opportunities their relocated friends can enjoy.

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The enthusiasm of returning furlough workers or relocatees can do much to spread their spirit and they should be placed on forums, assemblies, etc. On the other hand, the most damaging effects can result from the circulation of one disgruntled evacuee who has been disappointed in his furlough or trip outside.

Constant repetition about a few positive aspects of relocation seem to have more effect than the obvious propoganda attempts on the part of the Administration. The same phrases used repeatedly have more effect in shaping opinion than unique advertising campaigns.

Familiarity with rationing, present prices, and war time conditions helps to allay fears.

The library should have subscriptions to selected newspapers throughout the country. Want-ads are thus put before the high school students. They actually look up "For Rent" apartments and read the prices in the grocery ads for Chicago or Cincinnati. In this way they learn to see for themselves that the rumors about the impossible outside living conditions are not true.

Reconditioning
Procedures
(cont'd.)

Constant encouragement and enthusiastic response on the part of the teachers to the relocation plans of the evacuees is important. If we take time at noon or during working hours to listen to their relocation talk we are attaching an important value to relocation.

Through interviews and informal discussions, give the evacuee an opportunity to express his feelings; let him get it "out of his system". The catharsis is good for him, and it will do no harm to others if he is honest and fair in presenting his "gripes" and fears. Listen objectively (with acceptance, not sentimentality) to their expression of feeling. Do not argue. And do not offer advice. Give information, and let the evacuee work out his own solutions.

In objective, scientific manner, teach the facts of the interrelationship of nature and nurture. Clarify the common misconceptions concerning what is inherited

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and what is acquired through culture and environment. Show how the sciences - biology, psychology, anthropology, and sociology - all concur in the opinion that, while there are many variations within each race, there are no essential race superiorities and inferiorities. What we have generally attributed to racial differences are really individual differences, and these differences are more often than not attributable to the conditioning of culture and environment. (cf. Ruth Benedict's excellent summary of this point of view in Race, Science, and Politics, Rev. Edition 1943, \$2.50, Viking Press Inc., New York, New York.)

Study the aspects of human growth and development which affect all men alike - the common needs of all men for security and social acceptance. Discuss what the individual must do to assure himself of these factors. Help him to understand that his own conduct can do much to win him acceptance in spite of prejudice and misunderstanding.

Reconditioning
Procedures
(cont'd.)

Educate for acceptance of and adjustment to change. Teach individuals and groups to face reality and to accept problems as their own to solve. Help them to develop initiative and responsibility by creating many situations in which the evacuees have to work at the solution of their own problems. Successful cooperative social and work activity will do much to develop confidence and poise.

Through a comparative study of cultures (social, scientific, artistic, etc.) show what contributions each nation has made (including the Japanese) and foster the idea that it is the individual enterprise which makes for the total greatness of any nation.

Develop self-confidence and eliminate fears about relocation by having visiting relocatees tell of life on the outside.

An essay contest on "Relocation" with war bonds as prizes.

Special instruction classes for those preparing to relocate.

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Teach them that as a racial minority they have problems common to other minorities...that they must avoid anti-Semitism.

Teach the Nisei to take pride in American history and culture, which their parents embraced upon original entry into the country...when their parents "relocated" here from Japan in the face of hardship and discouragement.

Teach those that are afraid that their oriental faces will be a complete handicap to them that they must become fine enough and able enough persons that their Caucasian acquaintances will soon forget such differences when there is a close association.

Materials about the centers and the Japanese-Americans are sent to school which relocatees expect to attend, thus preparing these outside schools for the coming of their new pupils.

- .23 The objective is to re-emphasize American ways of life and cultural values. In order to make a satisfactory adjustment in the outside world, the evacuee must understand his new environment and be able to make himself an effective part of the new pattern. This involves more than knowledge of American history, culture, and ideals. It means a deep feeling of respect for the democratic way of life and a strong sense of responsibility for contributing a just share to that cooperative enterprise. It means also developing well-fixed habits of social living and working. In other words, knowing is not enough. An experience curriculum is essential if these people are to develop confidence and stability.

Objective III
Americanization

Building up American life and culture is not done by belittling other cultures. In the United States, we are a melting pot of many cultures. Individuals from many national origins have contributed to our greatness. Instead of denying the good in their own background, they have taken the best of what their ancestral home has had to offer and adapted this to the needs of their chosen home. It is this concept of effective citizenship through individual and group effort which we want to see growing in evacuee minds. The teacher has innumerable opportunities for promoting such growth.

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- A. Preparation for and celebration of traditional holidays, such as Thanksgiving and Christmas.

Songs, stories, poems, and picture study illustrating kindness to animals and friends.

Training in social habits, politeness to each other and to elders, table etiquette.

Experiences in working and playing together.

Respect for the flag.

Experiences in reading readiness preparation to give understanding and opportunity for expression of experiences.

Establishing good health habits.

- B. Acquaint the children with homes on the outside and prepare them to adjust to normal homes. Through discussion and constructive play children may be brought to an understanding of normal family relationships and responsibility which are often lost in life on the center. Discussions, pictures, stories, and past experiences prepare children for neighborhood schools, playground, postman, grocery store, telephone, street cars, automobiles, and busses. Singing games, songs, and story books tell children of life in various parts of the country. Ordinary incidents in a child's life often lend themselves to discussions of relocation.

Study all types of communities. Help the child to adjust himself to the broader environment of the total community at the center and compare it with the more desirable aspects of living in a normal American community. Show him that the rest of the United States is not all sand. Let the children become acquainted with grocery and retail stores, community helpers and services, public life, and safety. Develop an understanding of changes that have taken place in quantities, qualities, and prices of materials to be found on the "outside". Study farming and the farm community. Should a child relocate with his family to a farm he should know how to assist with farm chores; he should know how

Techniques
Objective III
Pre-School

Techniques
Objective III
Elementary
Grades

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to have fun on a farm, riding ponies, gathering eggs, etc.; he should know about farm machinery, farm animals, harvesting of crops and marketing, etc.

Through a transportation unit the child may learn still more about the world outside. He may take imaginary trips on different railroad lines visiting friends who have relocated. In preparation for such a play period the children may bring in material about the country and cities en route. At the conclusion of the unit they can write stories about the places to which they want to relocate. In studying airplanes they may learn about large cities and terminals and discuss life in these cities and states. The class may draw maps and compare distances by plane, train, and car.

A unit on industries of the United States acquaints the pupils with the different sections of the country. They find that there are many opportunities for energetic Americans who are not afraid to go out and take advantage of them.

Techniques
Objective III
Elementary
Grades
(cont'd.)

Folklore and culture of regions of a particular area are brought in through stories, poems, and songs.

Teach the folk dances of the east and middlewestern country.

Group discussion in which children may be given an opportunity to air any problems bothering them. This gives an opportunity to explain that the camp is a temporary living place and to discuss relocation information.

Participation of staff members other than those on the education staff as teachers or leaders in group meetings on relocation.

Booklets telling story of Japanese-American with original poetry.

Map making and map study stimulate interest in relocation.

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Correspondence with pupils who have relocated, making a map and putting colored dots or strings to connect the relocated places to the center, entitled "Following our Friends."

Working puzzle maps of the United States and the world.

Present a unit on the "Effects of Science and Invention Upon Living". Emphasize the effects of modern industrial methods upon living today in contrast with more primitive times and methods. Clothing, foods, shelter, conservation, transportation, and communications are the main topics of the unit.

Correspondence by elementary pupils with relocated evacuees concerning all the above aspects of relocation.

Interviews with relocation officers, with appointed personnel, and with evacuees engaged in various occupations.

Introduction to functions of occupational groups by talks on what parents did before evacuation, or are doing now in the center and outside.

Give children reasons for relocation so that they may tell their parents.

Develop the idea through the processes of cooperative group activity that individual responsibility is necessary in a democracy.

Provide many opportunities for the practice of good manners in many social situations - eating, public gatherings, and so on. Show the children that where there are differences in conventions, one is not necessarily better than the other, but that we get along better if we do things the way people around us are accustomed to doing them.

Have children make a scrap book of the United States, filling it with pictures, postcards, and maps from all parts of the country. Old copies of magazines may be obtained for this purpose at a very low cost.

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Adapting published materials and instructions to classroom use.

Forwarding requests to former evacuee teachers and parents for information about school and community life where they have relocated. Using this material in the classroom.

Inviting former child residents now visiting the center to attend school and tell child groups of their experiences outside.

Have teachers who have traveled the country tell of the United States.

Large assembly programs with panel discussions led by visitors, evacuee groups, and students who have relocated and are visiting on furlough.

- C. Give an accurate picture of the sentiments of the public on the outside for the relocated evacuees.

Stress the development of America through the growth of certain social patterns; namely, the rise of social democracy, the imperial aspects of America, the laissez-faire policy of government with regard to individuals. Emphasize the cultural aspects of American society brought about by these governmental attitudes. The jazz age, the rise of certain criminal classes, the development of the governmental policies of protection for the individual have all led to the growth of understandings of the whole aspect of American civilization.

Techniques
Objective III
Secondary
School

Read and discuss The Epic of America.

Develop a unit around "life in our American Democracy." Explain the rights and opportunities of citizenship, not as exemplified in camp but as lived in the normal American community. Study life and government in small towns, rural communities, and in the cities. Study the Constitution of the United States with the hope of developing a better understanding of the aims, purpose, branches, and powers of our national government would be of great help in enabling pupils to accept and fulfil their responsibilities as citizens.

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Reading and discussion of current events to make the pupils conscious of the problems our nation and the world are facing.

Study etiquette and social customs of American youth. Many pupils are unfamiliar with proper behavior at dances, parties, restaurants, on trains, busses, etc. Many realistic situations should be provided for practicing the amenities of our culture.

Short field trips in the vicinity acquaint students with the economic life and the social attitudes in the surrounding territories.

Use constantly the Japanese American National Student Relocation Council in helping relocate those who want to continue their education in higher institutions of learning.

Techniques
Objective III
Secondary
School
(cont'd.)

All pupils are constantly urged to read widely all current literature, especially that containing news and reflecting the feeling and attitude of America as a whole. This requires a very complete library of pamphlets, magazines, etc.

Students have an opportunity to own a share in the school co-op, and through this they become acquainted with the business procedures of a successful store.

Assembly programs are used to re-emphasize the American way.

Through the student government, some idea is given of the democratic processes. Students vote in the same manner and with the system of checks as at a regular city or state election.

The local government is studied with ways of improvement suggested.

The direct and realistic approach should be used in studying minority problems in the United States. Discussions, forums, student debates, and creative writing are methods which lend themselves to the discovery of a positive, realistic, and healthy

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attitude toward student problems and those of other minority groups.

Inter-school relations through athletics, debating, hobby clubs, dramatics, music teams, etc. Develop a feeling of belonging which is important to the adolescent.

Develop an interest in American sports and recreational activities - both as spectator and participant. Stress the value of good sportsmanship.

Extensive use of maps of all types - physical relief, natural resources, industrial, airway, highway, railway, and so on.

Study of American mores through the reading and discussion of carefully selected modern American short stories, plays, novels, poems, and biographies.

Through the critical study of newspaper and magazine reviews, stimulate an interest in good movies and the productions of the legitimate American stage. Help students distinguish Hollywood glamor and true American mores and local color.

Techniques
Objective III
Secondary
School
(cont'd.)

Expand and emphasize normal school subjects which present the history, development, and appreciation of the American way of life.

Prolific use of current newspapers and magazines. Use of literature descriptive of localities and industries: Chamber of Commerce, Merchants and Manufacturers Association, Bureau of Mines, Governmental Departmental Bulletins, etc.

Use of films, slides, and other visual aids descriptive of localities, industries, vocations, etc.

Study the occupational groups in the United States, the actual work performed by various groups, and the training and qualifications necessary for entrance into these occupations.

Study ways to secure positions after the occupation has been decided on.

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Study regional factors involved in determining wage scales.

Study legislation influencing wage scales.

Talks on the work of the Fair Labor Committee in the center and how its work differs from that of labor organizations.

Correspondence with other high school pupils outside concerning living conditions.

Interviews with relocation officers, with appointed personnel, and with evacuees engaged in various occupations.

Give illustrations of practical use of money collected as taxes by studies of highways, etc., in elementary classes, and of government expenditures in social science classes.

Techniques
Objective III
Secondary
School
(cont'd.)

Give experiences in computing taxes to be paid (all types) in senior business arithmetic classes.

Give experience in computing cost of buying contrasted with cost of renting homes.

Provide experience in making total wardrobe budgets in Home Economics classes.

Give many experiences in writing checks, buying money orders, making notes, making bank deposits.

Supervise various experiences in planning itineraries and computing the cost of travel.

Periodic talks to assembly groups by project relocation officials.

Occasional and opportunistic use of off-project WRA and other officials who visit the project (in assemblies or group meetings).

Utilizing, before assemblies, home-rooms and other school groups, returning delegates to national or regional conferences held by such groups as the YMCA, YWCA, etc.

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Utilizing home-room programs to discuss relocation problems, especially as they effect the members of the immediate class.

Discussions of college opportunities for Nisei.

Personality development stressed - Personal appearance, attitudes, cooperation, behavior, and etiquette.

Prepare to become a part of new community through musical activities.

Files of materials from various states and cities for reference.

Teach that typical American culture is a mixture of everything to which the Japanese has contributed much of merit. Since the opportunities to develop skills are limited on the projects, the only way is to seek broader fields outside.

Have students make graphs and pictographs depicting relocation data.

- D. Institution and maintenance of democratic procedure in school and community organization. In the schools this involves a clarification of the responsibilities of both leaders and voters in student body and class elections. The school must place real responsibility upon leaders if students are to develop a real appreciation for democratic living.

Techniques
Objective III
Adult and
General

A study, in the classroom, of the cultural contributions of the various racial groups who have come to America. Units which emphasize the origins of American people and institutions tend to create a feeling of being a part of America.

A study of the history of minority groups in the United States, revealing the fact that each establishes a place for itself in the American scene in spite of discrimination against it by those already established. It should be revealed also that minority groups, including Japanese, have practiced discrimination against each other; that the problems of minority groups in our country are counterparts of the problems of nations and peoples the world over which have brought about the present war. As we are fighting in this war for survival of certain principles as the basis for the solution of the latter problems,

(.23D)

we must fight for the survival of these principles in our own society. No group, even the Japanese-Americans, has a record free from instances in which principles were disregarded.

A comparative analysis of the major forms of government involved in the present world conflict, with particular reference to the difference in the basis ideologies which have motivated and shaped these governments.

A study of the history of the United States as the search for an ideal,- "Life, Liberty, and the Pursuit of Happiness" for all.

Note - Literature, art, and music should be prominent in the four preceding points. Its use should be dynamic, involving active expression on the part of students with a clear relationship to the study underway.

Techniques
Objective III
Adult and
General
(cont'd.)

Study of economic geography of our country. This may be in specialized form for some groups, for instance, "agricultural orientation for relocation."

Making available newspapers from favorable relocation areas.

Correspondence with persons of one's own age group - relocated evacuees and students in public schools of relocation areas.

Organization of groups with a national scope (Boy Scouts, Girl Scouts, Girl Reserves, Hi-Y, National Honor Society, Parent-Teachers, etc.)

Study of housing problems under a war economy.

Study of post-war economic problems and planning.

Provide experience in common social customs. (Travel behavior, table etiquette, dancing, parties, meeting strangers, etc.)

Units on relocation, in which the entire group can "relocate" vicariously, compiling all the information relative to relocation which is needed to answer questions in the minds of those venturing forth, or needed to meet eventualities of travel and adjustment in a new community.

(.23D)

The resources of the personnel staff of the entire project should be used in bringing to the students information about the "American Scene," in retrospect, current, and probable future, with special reference to relocation areas. Information of the "I was there" type is especially helpful.

Forums on Relocation using outside speakers, appointed personnel, and evacuees.

A nightly newscast to the older people as a means of disseminating latest information on relocation.

Offer course "Foods in War Time" including such topics as kinds foods necessary to health, necessary quantities of the seven basic foods, food shortages caused by the war, and how ration points affect buying.

Through a study of literature provide many opportunities to become better acquainted with the peoples of different regions. Give attention to the habits, customs and ideals commonly found among the people. Make literary maps, locating the setting of various stories.

Provide opportunities to express American ways of life through:

- a. Dramatizations.
- b. Singing patriotic, popular, and folk songs.
- c. Drawing and painting.
- d. Participating in sports and recreational activities as softball, football, tennis, croquet, volleyball, etc.

Study the history and significance of our flag.

Study the lives of outstanding American men and women.

Study and celebrate such American holidays as Columbus Day, Thanksgiving, Armistice Day, Christmas, Washington's Birthday, Flag Day, Lincoln's Birthday, and Fourth of July.

Techniques
Objective III
Adult and
General
(cont'd.)

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Conduct imaginary trips to historic spots in America.

Develop a feeling of belonging through participation in such activities as The March of Dimes, Junior Red Cross, Boy Scouts, Girl Scouts, helping with scrap drives, and in both buying and selling War Bonds and Stamps.

Give experiences in participation in political forms and practices through election of officers for such groups as home rooms, classes, and student body, as well as conducting group discussions and forums.

Lead each individual to practice American manners and customs. Help him to understand the likenesses and differences of our manners and customs and those of the orient.

Through reading and through practice, build a true concept of American democracy.

Talks by WRA representatives from center and regional relocation offices.

Talks by evacuees who have gone out to make a study of relocation conditions.

Study budgeting for family needs, for food, shelter, clothing, utilities, medical care, recreation, charity, good will, savings. Study of variations in percentages set aside for each item according to income level of family, according to region, to urban or rural section.

Study housing problems, zoning, rent control, home ownership, community facilities for education, recreation, shopping, transportation to place of employment, acceptance of members of minority groups, etc.

Study desirable forms of recreation in urban and rural districts, of where to look for recreational facilities, of pre-requisites for participation in various types of recreation, comparison of cost of participation, study of methods of organizing

Techniques
Objective III
Adult and
General
(cont'd.)

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community recreational groups.

Study government regulations protecting consumer - price control, rationing, Black Markets, pure food and drug laws, city provisions for inspection.

Study consumer education facilities, organizations, etc. Study how to evaluate advertisements; how to judge the quality of articles to be purchased.

Study federal, state, and local taxing systems, amount of family income spent for taxes, value received by taxpayer for his contributions.

Study the credit system in the country, open accounts, banking, bonds, promissory notes, building and loan associations, federal credit organizations and regulations.

Study ways to invest savings, savings accounts, stock and bonds, real estate, etc.

Study types of business organizations found in the country, private enterprises.

Provide experiences in shopping through trips to a nearby town to purchase for parties and other school or block activities.

Study advertisements for truth and reliability. Analyze magazine and radio advertising.

Provide experiences in judging the quality of food, clothing and home equipment, of the uses to make of different qualities of these commodities.

Supervise experiences in budgeting in the collection and expenditure of money for school and block activities.

Study the advantages of group buying in club activities and in use of community cooperative enterprises.

Learn the effect which tax laws make on distribution in the United States.

Techniques
Objective III
Adult and
General
(cont'd.)

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(.23D)

Make displays in relocation room giving information through pamphlets, newspapers, catalogs, and photos.

Camp-wide relocation exhibit.

Emphasize the American ideal of the equality of women; teach the women to take this position gracefully.

Study the essential points in common between Christianity and Buddhism.

Develop the techniques of group thinking and action.

Preparation for change and adjustment - development of adaptability and initiative through many experiences in planning.

Radio quiz programs, talent shows, and fashion shows.

Friday night "open house" for students who enjoy playing records, singing, or just talking.

- .24 The objective is to develop a Vocational Training Program geared to project and relocation needs. Vocational competence is fundamental to relocation. Vocational competence is fundamental to project welfare as a contribution to project and relocation needs. Therefore, the center program of vocational education should have the active interest and participation of all Divisions and Sections.

In many ways, however, the Education Section more easily can give organized and sustained attention to the development of a program geared to meeting some of the problems of project employment and relocation. In this connection each level of educational endeavor has specific contributions to make; and the following are suggestions which might serve to indicate some possibilities:

- A. Study of industry in colonial times, when nearly everything was done by hand.

Objective IV
Vocational
Training

Vocational
Education --
Elementary
Grades

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(.24A)

Construction (through simple tool operations and available materials) of dioramas, models, and reproductions of representative colonial items.

Making of paper.

Making of candles.

Making of books.

Making of other items of similar character.

Visiting typical project maufactories.

- a. Bakery
- b. Garage
- c. Other shops, markets, businesses, etc.

Reading available materials interpretative of

- a. Industrial development.
- b. Inter-dependence of people in an industrial world.
- c. Ways in which man processes raw materials to meet needs.

Comparing ways in which colonials met their needs for manufactured goods and the way in which we today get these same types of goods. (This is to emphasize the benefits of industrialization).

- a. Food
- b. Clothing
- c. Utensils
- d. Books
- e. Shelter
- f. Etc.

Investigation of

- a. Ways in which people earn their livings
- b. Kinds of jobs open to young people
- c. Preparation needed to enter a selected occupation
 - (1) Physical
 - (2) Social

Vocational
Education-
Elementary
Grades
(cont'd.)

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(.24Ac)

- (3) Educational
 - (a) General
 - (b) Special (Vocational Training)

- B. On the secondary level a more direct approach can be made toward preparing youth for vocational competence:

Vocational
Education -
Secondary
School

Generally students on this level fall into two groups:

- a. Those planning to continue formal education beyond high school
- b. Those for whom the completion of high school will terminate their formal education

For the latter group the educational program on the secondary level probably should provide broad offerings in practical arts.

- a. Industrial arts
- b. Commercial arts
- c. Agricultural arts
- d. Homemaking arts

Help in developing meaningful content in these areas can be secured from the Vocational Training Supervisor at the center. By all means use facilities already available at the center: motor pool, offices, hospital, mess, etc., etc.

In grades nine and ten the program should be pre-vocational in emphasis, with a strong guidance flavor. In grades eleven and twelve the program for many students should be terminal within the limits of center personnel and facility certain funds are available for equipment, supplies, supervision and instruction.

Techniques-
Vocational
Training
Secondary
School

- C. Generally, techniques at the secondary level will be dictated by the emphasis desired; i.e., general exploratory (grades 9 and 10) or per-vocational (grades 11-12).

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(.24C)

The Vocational Training Supervisor stands ready to assist in the determination of needs, the organization of classes, the procurement of equipment, supplies, and other essentials, etc. Techniques which various projects have found valuable include:

- a. Talks and forums on occupations by Guidance counselors and others.
- b. Progression charts on which student program may be recorded.
- c. Individual record cards which follow students through the various high school vocational courses.
- d. Courses of study based upon careful occupational analysis and time allotments.
 - . Encouragement of students to take part time and seasonal employment as a supplement to vocational training.
- f. Research by students in topics appropriate to the course.
- g. Research through experimentation in related physics, chemistry, science, and math.
- h. Talks by invited experts from the center and outside: question period following.
- i. Enlistment of qualified evacuees as teachers.
- j. Supplementary instruction closely related to the course.
- k. Work experience opportunities for all vocational students: assignment to "live" jobs where feasible.
- l. Testing program used to discover needs to measure progress objectively.
- m. Use of existing facilities of all kinds.
- n. Use of visual aids including the films mentioned in Handbook Section 30.3.64.
- o. Encouragement of the center vocational training committee to take a direct part in the development of the center program of vocational education.

D. Vocational education on the adult level should be terminal. The goal is the development of skill and speed in an occupation for which the trainee other-

Vocational
Training -
Adults

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(.24D)

wise is fitted, and in which there is promise of employment following the completion of training.

At all centers several types of vocational training are available:

- a. Apprenticeships
- b. Short term intensive courses
- c. Longer courses Federally aided

An important aspect of vocational competence concerns the extent to which a successful social and personal adjustment is made to work environment. Therefore no program of vocational education on the adult level is complete without provision for this emphasis. See recommendations under section .25 "To develop facility in the use of conversational and written English."

Vocational
Training -
Adults
(cont'd.)

As stated above Vocational Education on the adult level is aimed at the development of skill and speed in occupations for which there is promise of immediate employment. Therefore, terminal courses should be set up only after needs for trained workers have been determined objectively.

The size of any class should be restricted by employment probabilities either at the center or outside. Reasonable allowance should be made for dropouts during the course. Courses will be limited in type by the kinds of employment available. Subject matter should be determined after analysis of the occupations for which training is being provided.

The final list of the effectiveness of the training will be the answers to these two questions:

- a. Does the trainee succeed in securing employment in the occupation for which training was completed?
- b. Is performance on-the-job satisfactory?

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- E. Some of the many courses which have been set up for adults at the centers include:

Auto Mechanics	Firemen	Adult Vocational Courses Feasible in Centers
Carpentry	Drafting	
House wiring	Refrigeration	
Library Service	Truck-Gardening	
Livestock	Typing	
Shorthand	Stenography	
Bookkeeping	Accounting	
Office Practice	Business English	
Machine shop	Advertising Art	
Bookbinding	Cabinet making	
Business corres- pondence	Clerk-typist	
Nurses Aides	Cattle	
Industrial Sewing	Commercial vegetable products	

- .25 The objective is to develop facility in use of conversational and written English. The functional approach to English is particularly important for students of bilingual background. These people need many opportunities for practicing language usage in normal, natural situations - the kinds of situations which they will meet over and over again in everyday life "outside." Formal grammar and refinements of diction to be developed through analysis and translation are luxuries which they can afford only after they have learned to converse easily with their fellow-Americans, to carry on business and social activities with facility and confidence. To this end, every teacher should be an aid in the student's growth in language skills. This objective should influence the cooperative student-and-teacher planning of every unit and every lesson.

Objective V
Use of
English

- A. Entire program conducted in English.

Teachers interpret in English the comments children make and questions they ask in Japanese and have them repeat them in English.

English in
the Nursery
School

Teachers answer only the questions which are asked in English.

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(.25A)

Time devoted to individual help in learning names of objects, etc. From time to time various children remain longer than others waiting for parents to call for them, and the teachers make the most of this time to instruct each child, teaching him the names of toys, names and parts of the body, names of materials he uses at school, his clothing, giving him directions for performing tasks, encouraging him to try to speak correct English.

Songs sung and poems recited--speech correction and enunciation, correct pronunciation emphasized.

When children are at play, teachers unobtrusively check the language used, interpreting their comments if made in Japanese, and encouraging them to say the same thing in English.

Grouping children for various activities so that children who speak English entirely are associated with those who are learning and encouraging them to help each other.

Table manners, greetings, and conversation.

Cooperation of parents evidenced in many cases--they are learning English as their children learn, and are encouraged to use English in the home.

B. Entire program conducted in English.

Children tell stories.

Songs sung and poems learned.

Conversation and discussion periods pertaining to experiences.

Directions for work and play.

Conscious effort on the part of the teachers for language development, increasing speaking vocabulary by introducing new words, and speech correction.

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English
in the
Kindergarten

(.25B)

Encouragement to pupils who show improvement and attempt to adjust to the bilingual difficulty.

Cooperation of parents enlisted to use English in the home, and suggestion made that they go to adult classes to learn the English language.

- C. Use an activity period in which children play at games and talk together freely and naturally.

Use choral reading to overcome fear of speaking, to develop good enunciation and pronunciation, and to improve tone and pitch.

Teach children to recite poems and songs which emphasize certain difficult sounds.

Develop a good background of experiences through the use of excursions, experiments and construction. Write chart stories or individual stories about these experiences. Also have conversation lessons during which the children discuss their group experiences.

Use oral reading to develop vocabulary and good speech habits.

After setting up standards for oral reading, divide the entire class into partners and have them read orally to one another.

Select speech situations in which some of the children are having difficulty and dramatize how to meet them well.

In the pre-school level learn nursery rhymes and encourage children to speak freely.

Use pictures to familiarize children with objects to start discussions.

Dramatize simple stories.

Select synonyms and homonyms and explain and discuss differences.

English
in the
Elementary
Grades

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(.25C)

Originate and put on short plays.

Hear good English spoken by others.

Encourage primary children to bring toys to school to show others. Let children ask questions.

Encourage children to read silently.

Have the teachers read many stories to children to increase vocabulary.

Use singing.

Discourage the use of both English and Japanese in one sentence.

Write letters.

Test children's ability to hear and discriminate sounds. Following this testing with exercises to develop auditory discrimination.

When children have difficulty in imitating certain sounds accurately, give some instruction in phonics to aid them in forming correct sounds. Make sure they can blend these sounds into words and sentences.

Use language games. Example: Hide objects for the children to find. Ask, "What did you find?" Child answers, "I found the scissors." This may be adapted to many verbs.

Divide group for conversation lessons so the less talkative are together; then they are not drowned out by the ones who speak out more clearly.

Develop the understanding that they all need to learn to talk and that they should encourage everyone to take his turn.

Make pictures and then write or dictate stories about them.

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English
in the
Elementary
Grades
(cont'd.)

(.250)

Play at broadcasting or telephoning to encourage the more timid ones to speak.

Give puppet shows letting the timid ones speak from behind the scenes.

Dramatize the use of prepositions, as over and under, and of verbs like bring and take.

Encourage elimination of "bad language."
Substitute socially acceptable speech habits.

Have "news" exchange every morning to allow children to tell their own experiences.

Let the whole class participate in writing a story. Read the stories. Then copy and mimeograph stories to make a book.

Base lessons on correct usage of words covering a few important errors made frequently by members of the class.

English
in the
Elementary
Grades
(cont'd.)

Hear good speakers, in person, on phonograph records, and over radio.

Use sound movies.

Have debates.

Provide exercise in serving as chairman of a class or committee. Learn simple parliamentary procedure.

Have students practice giving reports, making announcements, and giving directions and descriptions.

Learn to use idiomatic expressions.

Learn to make introductions.

Learn polite forms of speech in various social situations.

Use exercises to develop breath control and use of speech muscles.

Correct such common speech defects as omissions, transportations, and substitutions of sounds, baby talk, lisping, and nasal or monotonous tones.

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(.25C)

Encourage children to teach their parents English and to refrain from laughing at their mistakes.

Stress "twenty-four hour" good English habits.

Provide many experiences to increase the vocabulary, such as listening to and telling stories, reading and discussing poems, using the dictionary and discussing the findings, reading and discussing a variety of appropriate materials.

Give much individual attention to speech problems. Organize small groups for remedial work.

The use of voice recordings in the correction of pronunciation.

Use the school newspaper as a medium for encouraging improvement in written expression. Let the boys and girls see their own compositions in print.

Always keep instruction within the context of the recognized needs of the situation and the interests of the individuals involved.

- D. In every class, whether it is a class in solid geometry or a class in physical education, a high standard for oral and written English should be required. Every teacher should be conscious of the great necessity for improving the English usage of the Japanese-Americans who are about to relocate.

English
in the
Secondary
School

An English committee of faculty members might be set up to suggest ways and means of improving the oral English. Assemblies should be planned with this in mind.

Classrooms may be organized to give students practice in standing before a group and conducting a meeting according to parliamentary rule. They learn to discuss problems of mutual interests in these meetings.

Class discussion instead of class lectures is encouraged. Students are required to speak clearly and forcefully.

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(.25D)

In all classes, there should be many opportunities for conversation, impromptu or extemporaneous speeches, report making, panel discussions, and oral book reviews.

Representatives chosen by their classes and their teacher as outstanding speakers may be invited to appear on assembly programs.

Public shows, sales talks, and informal social conversations all provide opportunity for the improvement of English usage. Such situations should be set up often as part of class procedures.

The written English should be well-correlated with the social studies. If emphasis is placed upon pre-relocation, written work is perhaps a descriptive theme of some locality or a discussion of the work opportunities in a particular city or the etiquette of applying for a job.

English
in the
Secondary
School
(cont'd.)

Those people for whom we feel that English is definitely a handicap to making a successful adjustment in another locality are required to take a course in speech adjustment. Here they are slowly and carefully taught how to pronounce the English language and how to use it effectively.

Vocabulary building should be emphasized in every class.

All teachers at all times should set a good example of distinct, correct pronunciation and English correctness.

The use of the dictionary should be widely taught.

Provide natural speech situations and activities: errands to the office, answering telephone, etc.

Social situations in which students may practice what they have been taught in good speech and in etiquette.

Students should be advised of the necessity for speaking English and for speaking good English at all times if their relocation is to be satisfactory.

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(.25D)

Have students make a survey of the language errors which occur most often in speech writing. Solicit their help in planning activities to overcome these speech habits. Encourage each student to contribute what he can do best for the program: posters, radio talks, and so on.

Make a study of colloquial usages and American slang as they appear in modern literature. Help the class to decide how to solve the problem of acceptable usage in the face of such infinite variety. Help them to see that "doing as the Romans do" can come only with contact and practice.

Building reading habits through emphasis on materials which are relevant to the problems and interests of students rather than on traditional literature of the formal high school curriculum of the past. Extensive reading builds vocabulary and thereby the ability for more adequate oral and written expression.

Use voice recordings in the correction of pronunciation, asking students to detect and correct their own and each other's errors.

The use of the school newspaper as a medium for encouraging improvement in written expression. Writing for publication is a great stimulus to consciousness of one's personal errors and needs. The work of as many students as possible should be reproduced in the paper in the course of each year.

Reading aloud one-act plays, vocabulary building, letter writing, assemblies, dramatization, and posters are examples of other methods used to promote oral and written English.

- E. Exploitation of classes in American table manners and customs in specific situations as vehicles of conversation in English.

Exploitation of mixed adult parties; either incidental to P.T.A., church meetings, etc., or specifically planned to serve as a vehicle for conversation in English. Invitations or announcements of such affairs will provide additional practice in written English.

English
for
Adults

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(.25E)

Exploitation of class programs and dramatization of normal life situations at adult school level for purposes as above.

Development of technical vocabularies and conversation around the normal activities of specific vocational courses such as mechanics, refrigeration, pattern drafting, etc.

Organization of personal shopping tours to both evacuee and staff canteens to develop "store vocabulary" and conversation. To give trips practical significance arrange with staff members to permit class to purchase items on their staff shopping list, using real ration tokens.

Push letter writing classes with training in writing personal and business letters, completion of business forms and income tax blanks!!

Development of correspondence exchange with outside groups using churches, YWCA's, schools, etc. for initial contacts.

Institution of choral reading and music classes to develop freedom of expression.

Develop, among Nisei, more sympathy and willingness to help Issei learn English and discourage contempt and criticism now often expressed by Nisei for English used by Issei.

Use vocabulary cards and picture interpretations extensively even at adult level.

Conduct conversational exercises in groups of three or four with one person appointed as host or hostess.

- F. The use of such games as Bingo in learning the numerals.

A series of panel discussions to which adult students have been invited.

English
for
Adults -
Techniques

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(.25F)

Parties and picnics in which games, skits and relays have been played. Instructions for these have been given entirely in English.

One center has an Adult English Hall, with a secretary in charge. Here, English students are invited to come and write letters to friends or relatives on the outside. In this hall are books and magazines on all levels of difficulty, from first grade readers and My Weekly Reader to Time, Reader's Digest, Current Events, and other magazines, and modern textbooks and novels. Conversation in this hall is carried on entirely in English and all English students have an open invitation to visit this hall and participate in the activities held there. Pamphlets and mimeographed materials on various states and cities in the United States are available for reading and discussion.

In cooperation with the Visual Aids Department the following activities and facilities might be available:

English
for
Adults -
Techniques
(cont'd.)

- a. Exhibits of English work books, letters, booklets, etc., prepared by Adult English classes constantly on display.
- b. A workshop where teachers or students may come to study charts, maps, insect cases, butterflies, rocks and minerals of the region and accumulated pictures and visual aid materials on many subjects is provided.

Interest parents in utilizing their children's knowledge of English in learning the language themselves.

Limit English instruction for adults to the vocabulary of "Basic English" until some facility in the use of English has been developed.

Use of the project newspaper for English instruction, running news items in Japanese in juxtaposition with Basic English translations.

Use posters in mess halls in a deliberately planned series for teaching simple English expressions.

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Lead teachers to understand the differences between Japanese language construction and English language construction and encourage them to present English by the direct method, so that English expressions will not reflect the foreign construction.

Place emphasis upon phonics, the reproduction of correct English sounds, many of which do not occur in the Japanese language.

Find men teachers for men's English classes and form classes for groups with common interests. For example, farmers should learn the vocabulary of agriculture and utilize English in the discussion of relocation in that occupational field.

All adult education activities should become English classes through a secondary emphasis upon English as an instructional medium.

Encourage "English" parties at which only English will be spoken. These should bring together groups of individuals who have achieved similar progress in the use of the language.

Provide assistance and encouragement in the writing of letters in English by parents to sons and daughters who have relocated or who are in military service.

Pay particular attention to the Kibei group which has a serious language handicap.

Urge all appointed personnel to utilize contacts with Issei and Kibei as opportunities to encourage the learning and the use of English.

Use dramatics for the improvement of ease in expression. The individual who is impersonating a character in a play or radio skit is oftentimes not so self-conscious as when he is appearing in "his own person."

Always keep instruction within the context of the recognized needs of the situation and the interests of the individuals involved.

English
for
Adults -
Techniques
(cont'd.)

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(.25F)

Encourage community wide participation in committee work on community affairs, discussion groups, public gatherings, etc., where oral expression will be demanded of the many rather than the few.

Reading aloud one-act plays, vocabulary building, letter writing, assemblies, dramatization and posters are examples of methods used to promote oral and written English.

Teach recognized trade terminology so that the trainee will be able to speak the language of the tradesman when he takes a job.

A special project committee organized to promote oral and written English and American customs both on and off the project. Efforts made to reach the residents on the project through various methods. This may be accomplished through the newspaper, Adult Education classes in English, public forums and poster contests by the school children. Encourage block managers to use more English in making announcements and in bulletins. The Committee also urges clerks in stores, offices and shops on the project to use more English and American customs.

Other teaching devices and procedures:- bulletin boards, movies, study of traffic signs and regulations, reading in unison, hobby shows, telling of stories and anecdotes, "Radio Broadcasts", radio-listening parties, voice recordings, and imaginary trips.

Teach the people that while a knowledge of two languages is desirable, the two should not be mixed in ordinary speech...that it is not tactful to use Japanese on the street, in busses, streetcars, elevators, and other public places. They should be trained to avoid, above all, the ne? at the ends of sentences.

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EXHIBIT I

"LET'S RELOCATE"

Relocation Dramatized - Intermediate Grades

(This play was written by some sixth grade children as a part of their relocation unit. The work was done entirely by the children and is reproduced here exactly as they wrote it.)

Characters

Mrs. Yamaguchi	Jane	Jean Yamaguchi	Setsuko
Mrs. Matsumoto	Keiko	Martha Matsumoto	Sadako
Mr. Moulton	Shoken	Bob Yamaguchi	Johnny
Mr. Moulton's Secretary	Violet Announcer	Henry Matsumoto Hiroko	Kenichi

Scene 1

(Mrs. Matsumoto and Mrs. Yamaguchi talking together in Rohwer Relocation Center.)

MRS. YAMAGUCHI: Are you going to relocate? We are.

MRS. MATSUMOTO: Oh no, we are not going to relocate.

MRS. YAMAGUCHI: Why?

MRS. MATSUMOTO: We do not want to relocate because we may not find place to live for there is such a housing shortage and we do not know how the people outside will treat us. We are not afraid of not finding any jobs for I hear there are plenty outside.

(The children come home from school.)

JEAN: Mother, are we going to relocate?

MRS. YAMAGUCHI: Yes, I think we are.

HENRY: Why don't we all relocate to the same place?

MRS. MATSUMOTO: I think it is best for us not to relocate, Henry.

MARTHA: But mother, it's much better outside so why not relocate now?

MRS. MATSUMOTO: Martha, I told you we are not going to relocate.

MARTHA: Yes, Mother.

MRS. YAMAGUCHI: I think the children are right in wanting to relocate. After all, we won't get any place just staying in here. Why, there is no future in it.

BOB: A friend of mine relocated last week and he has found a good job and he has made plenty of new friends, too.

MRS. YAMAGUCHI: Where did he go, Bob?

BOB: He went to Chicago.

HENRY: That is where most of the people from our block went. I think twenty-seven people relocated there from this block. Is that where you folks are planning to relocate?

MRS. YAMAGUCHI: No, we thought a lot about relocating there but we decided against it because so many people have already relocated out there. It is not very good to have the Japanese settle in one place. We should spread out to all states and different towns and cities and give a chance to the Caucasians to study and get to know us better so that next time if anything like this happens again we do not have to be evacuated and lose our home and everything we own. We are going to relocate to a rather small town in Iowa called Clinton. I hear the people are very friendly out there, too.

JEAN: When do we start packing, Mother?

BOB: I hope we don't have to start packing by this Sunday for I want to see that special big game.

HENRY: I wish we were going to relocate, too.

MRS. YAMAGUCHI: Let us go ask Mr. Moulton why we should relocate. He may give us more reasons that may convince your mother why we should relocate, Henry.

CHILDREN: Yes, let us go and ask Mr. Moulton.

HENRY: He takes care of the relocation business, doesn't he, Mrs. Yamaguchi?

MRS. YAMAGUCHI: Yes, Henry.

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Scene 2

(Mr. Moulton's office)

SECRETARY: Hello, what can I do for you?

MRS. MATSUMOTO: Is Mr. Moulton in? We want to discuss relocation problems with him.

SECRETARY: Yes he is in. I will see if he is not busy. (She walks to the door and knocks and opens the door.) Mr. Moulton, there are some people who want to discuss relocation problems with you. Can you see them right away?

MR. MOULTON: Yes, yes. Tell them to come right in.

SECRETARY: (Walks back to them) Mr. Moulton will be able to see you folks now. (They follow the secretary and go into the office.)

MR. MOULTON: Hello, what can I do for you?

MRS. YAMAGUCHI: Will you please tell me why we should relocate?

MR. MOULTON: Why yes, I'll be glad to tell you. Of course I won't be able to give you all the reasons but I will tell you some. When the war ends you would be better off if you are outside and have some sort of a job or business of your own. It will be so much easier to find a job now than after the war. People will get to know you and your ways which they will find aren't much different from their ways. Another reason why I suggest that you people relocate now is because it will be for your own good. Why, just staying in here holds no promises for a better future. You are just wasting your time in here. You don't want to spend your entire life in here, do you?

MRS. MATSUMOTO: No, we don't. I will talk it over with my husband tonight and I am pretty sure that he will want to relocate. Thank you, Mr. Moulton, for telling us why we should relocate.

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Scene 3

(Both families stand out in front of the mess hall with their baggages waiting for the truck to come to pick them up. They stand there talking to their friends whom they are going to leave behind. As the scene opens the truck has just arrived.)

EVERYBODY: Good-bye everybody! We are leaving for Clinton, Iowa. I hope we will meet again. Good-bye.

MR. MOULTON: I am glad you folks are going to relocate. I am pretty sure you will like it out there. I wish you all the luck. Good-bye!

(While saying this he shakes their hands.)

ANNOUNCER: This is the end of our play and thank you very much for your interest

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EXHIBIT II

Unit on Food - Primary Grades

Purpose

To gain the concept that certain foods can be grown in our own environment and that other foods are brought from a distance.

To understand that good health is based upon proper food and good eating habits.

To know how foods are preserved.

To become aware of our dependence upon those who produce, distribute, and prepare our food.

To increase vocabulary and understanding of English through activities centered around a subject which might be understood by the entire group.

Activities

Reading stories about food, the farm, the dairy, the bakery, the grocery store.

Telling experiences on farms as picking fruit or making butter.
Telling about going to market or eating in a cafeteria.

Making large picture charts of foods classified as fruit, vegetables, cereal grains, dairy products, etc.

Making individual booklets with pictures and stories.

Playing grocery store.

Dramatizing stories.

Singing songs about food.

Playing singing games as "Oats, Peas, Bean, and Barley."

Discussion of table manners and playing "Tea Party."

Outcomes

Much information as to sources of food.

An appreciation of the workers who serve us.

Experience in counting money and the use of certain measures.

Free expression and increased vocabulary.

Added interest in reading.

An understanding of the effect of climate and rainfall on food production.

A consciousness of the effect of good food upon our health.

An understanding of the importance of good table manners.

Bibliography

- Nila B. Smith - Round About You
Beaty - Story Pictures of Farm Food
Holt - The Story-A-Day Book
Michaels - All Around Us
Stevenson - A Child's Garden of Verses
- Unit Study Books (The Farmer, The Storekeeper, etc.)
Lent - The Little Citizen

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EXHIBIT III

Safety Unit - All Grades

The children who have been living in relocation centers for seventeen months aren't aware of the traffic dangers, etc., that will confront them when they relocate. Many children have forgotten the lessons learned before evacuation.

Objectives

- To make children safety conscious.
- To impress responsibility for the safety of others.
- To show how accidents can be prevented.
- To show dangerous intersections in cities (construct a small city, or use school room as city.)
- To learn about Community Helpers who safeguard our lives.

Approach

- Put pictures of accidents on bulletin board, to stimulate interest. (Questions and discussion should follow.)
- Reading safety stories to group.

Subject Matter

- Safety at Home
- Safety on the Street
- Safety at School
- Safety Helpers

Suggested Activities

Pretend the school room is a village-dramatize what happens to a child who crosses the street carelessly. Assign children to act as automobiles, pedestrians and traffic lights. Dramatization brings the situation to life.

- Make a set of safety light signals and warning signs.
- Make safety booklets.
- Make safety posters.
- Making original poems.
- Safety games.
- Conduct rhythms that will stimulate use of ear and eyes. Also those that require muscular control.
- Safety songs.

Anticipated Outcome

- Japanese-American children will not feel ill at ease when they relocate in a city.
- They will become self-reliant little citizens because of their knowledge of safety rules and practices.

EXHIBIT IV

Clothing for the Girl Relocating High School or Adult

Clothing problems of a senior girl who is planning to relocate:

Objective

The ability to make clothing plans for a year based upon personal interests and probable immediate future activities.

Lesson Plan

Plan an outer garment and accessories of any outfit for a girl who is looking for work.

Text

Your Clothes and Personality by Mildred Groves Ryan, pages 193-211.

1. The effect of color on the wearer.
2. What colors should you wear.
3. Try color squares to girls' faces.
4. Plan an outer garment--texture of material--effects of season.
5. Line of costume suited to particular figure.
6. Girls choose colors most becoming to you. From these basic colors they find color harmonies that are suitable for street wear.
7. Light weight woolens for texture; horizontal for short stouts; vertical for tall slenders.

Plan accessories for outer garment--purse, shoes, hat, gloves, lapel pin, hose.

Shoes

What type of shoes does a street costume demand? Plain, durable, quiet in tone, not too high heels.

Purse

Texture and size depends upon stature of individual. Tall girls, larger purses; short girls, small purses.

Gloves

Should match shoes and purse.

Hat

Depends on the shape of the face and color becoming to skin. Round faces, oblong faces, and square jaws.

Lapel Pins

Should not be too fancy. Keep with the type of garment.

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EXHIBIT V

National Organizations and Relocation -
Secondary School

I. Organizations to be studied

A. Youth organizations

- | | |
|--------------------|-------------------------|
| 1. Girl Scouts | 6. Girl Reserves |
| 2. Boy Scouts | 7. Tri-Y |
| 3. Y.M.C.A. | 8. Hi-Y |
| 4. Y.W.C.A. | 9. Boys Club Federation |
| 5. Camp Fire Girls | 10. Allied Youth Clubs |

B. Educational organizations

- | | |
|-----------|-----------------------------------|
| 1. P.T.A. | 2. Student Christian Associations |
|-----------|-----------------------------------|

C. Agricultural organizations

- | | |
|-----------|--------------|
| 1. Grange | 2. 4-H Clubs |
|-----------|--------------|

D. Local clubs

- | | |
|-----------------|-----------------|
| 1. Church clubs | 3. Sports clubs |
| 2. Social clubs | 4. Hobby clubs |

E. Political organizations

League of Women Voters

II. Objectives

- A. To interest pupils in clubs which may be open to them now in the centers and which will be open to them when they relocate.
- B. To teach them something about the various kinds of organizations, particularly their value in helping evacuees to adjust themselves to their new life outside.
- C. To enable pupils to go out not only with courage, hope, and faith, but with full confidence in themselves.
- D. To prepare pupils to be ready and eager to be of greater service to the communities in which they will settle.

III. Outline to be followed in studying each organization

- A. Description of the club
- B. Brief history

- C. Membership
- D. Program of activities
- E. World Association
- F. Rules and regulations

IV. Example: Girl Scouts

A. The Girl Scout movement

1. What is Girl Scouting?

- a. Girl Scouting is fun
- b. Girl Scout promise, laws, motto, slogan
- c. International Girl Scouting
- d. The early years of Girl Scouting
- e. Juliette Low
- f. Girl Scouting in the U. S.
- g. Girl Scout uniform, sign, salute, handshake

2. What Girl Scouts do

- a. The 10 program fields
- b. Activities that cut across all fields
 - (1) Girl Scout hikes, trips, and expeditions
 - (2) Camping
 - (3) Summer activities
 - (4) Community service
 - (5) Girl Scout Week
 - (6) Scouts' own
 - (7) Playdays

3. A Girl Scout troop

- a. When and where Girl Scout troop meets
- b. How to join a troop
- c. How a troop works
- d. A patrol
- e. Court of Honor
- f. The patrol leaders
- g. The troop scribe
- h. The troop treasury
- i. The troop leader and her assistants
- j. Other persons who help with troop programs
- k. Troop ceremonies and special occasions

B. Girl Scout program activities

- 1. Arts and crafts
- 2. Community life
- 3. Health and safety

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4. Homemaking
5. International friendship
6. Literature and dramatics
7. Music and dancing
8. Nature
9. The out-of-doors
10. Sports and games

C. Progression in Girl Scouting

1. Girl Scout ranks, badges, and special insignia
 - a. Tenderfoot rank
 - b. Second Class rank
 - c. Proficiency badges
 - d. First Class rank
 - e. List of Proficiency Badges and program fields in which they belong
 - f. Other insignia and awards
2. Senior Girl Scouts

D. A brief history of Girl Scouting

EXHIBIT VI

International Relations - Senior High School

- I. Brief chronological survey of the evolution of United States foreign policy with particular emphasis upon the internal and external conditions which dictated the specific changes.
 - A. 1789-1823 Washingtonian isolationism
 - B. 1823-1898 Monroe Doctrine
 - C. 1898-1933 Subdued imperialism
 1. Asiatic Open Door Policy
 2. Reciprocal trade agreements
 3. Pan-Americanism and the Good Neighbor Policy
 - D. 1933-1943 Renaissance in United States Foreign Policy, and the scrapping of the traditional policy of isolation.
- II. Comparative analysis of the major forms of government in existence in the world today with particular reference to the difference in their basic ideologies which have motivated and shaped these governments. A detailed analysis particularly of a democratic state emphasizing the importance of education and literacy as an imperative prerequisite to the proper application and functioning of democratic principles, for education possesses that unique power of turning darkness into light, ignorances into knowledge, prejudice into sympathy, and despair into hope.
 - A. Brief survey of the ideologies
 1. Nazism
 2. Communism
 3. Socialism
 4. Fascism
 5. Democracy
 - B. Case study of Germany, Russia and Japan, limiting the study to their histories since their emergence as totalitarian powers. Compare and contrast with United States, i.e., ignorance, and "psuedo-education," propaganda, are of prime importance to dictatorships while education and understanding are basis of democracies. In connection with this study, a corollary unit on propaganda and the formation of public opinion is invaluable. The unit will be designed to give the pupil a better understanding of the techniques used in propaganda, the methods for its dispersal and dissemination, and reasons for propaganda. Emphasis will also be placed

upon objectives and rational thinking and in analyzing the various factors, racial, religious, national, political and economic which impeded progress toward understanding.

1. Definition of propaganda
2. Device of propaganda
 - a. Cardstacking
 - b. Glittering generalities
 - c. Testimonials
 - d. Innuendo
 - e. Inference
 - f. Transfer
 - g. Name calling
 - h. Fabrication
 - i. Distortion, etc.
- C. Sources of information, avenues through which propaganda is disseminated
 1. Radio news
 - a. Newscaster, straight presentation of the news as received from the various news agencies.
 - b. News Analyst, addition of personal opinions and comments giving background material and other information pertinent to the new article.
 - c. Forums and roundtables, pro and con arguments.
 2. Daily news
 3. Weekly magazines
 4. Monthly
 5. Annual
 6. Books
- D. Study of the various factors which influence opinion.
 1. Attitudes
 2. Geographical location
 3. Basic conviction
 4. Social environment
 5. Economic status

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EXHIBIT VII

Agriculture Unit - Irrigation Secondary School

<u>Decisions</u>	<u>Factors</u>	<u>Information Necessary</u>
1. Planning the irrigation system	1. Preparing land	1. How to prepare land for irrigation procedures.
	2. Slope	2. What is ideal slope for irrigation.
	3. Laying out system	3. How to install head ditches for efficient handling of water.
	4. Installing laterals	4. Where should ditches and laterals be located? How far apart should they be spaced? What size should they be? What is the grade they should be?
	5. Installation of necessary equipment	5. What are purposes of head-gates and division boxes? How are they installed? How are they made?
2. Application of water	1. Principles of irrigation	1. Amount to apply in terms of acre inches? Effect of varying quantities on yield of crops. How can frequency and number of irrigations be determined? The type of soil found. Condition and height of ground water. Crops to be raised. What are the effects and dangers of over irrigation and how can the effects of too much water be detected?
	2. Water conservation	2. Why conserve amount of water applied taking into consideration the cost of water, alkali and fertility values. What practices can be used on the farm to conserve moisture supplies. Care in irrigation to avoid wastes. Methods of application. Cultivation of the soil. Early planting of crops. Weed control. Study of water table conditions.

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Decisions

Factors

Information Necessary

3. Applying water to individual crops

3. Compare different crops as to water requirements for normal growth. Specific methods of applying water to different crops. How to tell when enough water has been applied.

Situations to be dealt with

1. Boys do not realize the effect of over-irrigation.

Objectives

1. Teach the boys how to plan a good irrigation system.
2. To teach the important facts about irrigation.
3. Have boys learn the different methods of irrigation.

Devices

1. Preparation

- a. Comparison of results obtained by following good and poor methods of irrigation.
- b. Compare returns from practices in use.
- c. Field trips to observe systems in use and to note any evidences of over-irrigation.

2. Presentation

- a. Analyze job with class group.
- b. Have boys insert the completed analysis, as developed, into notebooks.
- c. Reference material including maps, bulletins, books and magazines.

3. Application

- a. Class discussion. Take up each problem and discuss with students. Draw upon students' past experience.
- b. Have boys lay out irrigation system on school farm.

4. Testing

- a. Boys to do irrigation on school farm during summer to put into practice the information obtained in this job.

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EXHIBIT VIII

Relocation Unit - Secondary School

The following is a typical outline of which the purpose is the understanding of evacuation and the resulting problems. These problems have to be faced by all the young people before they can see their way clear to understand why they should relocate. Reasons must be given for the fear in their hearts, for the present discrimination, and for their failure to relocate.

I. Unit on Relocation

A. Things which keep people from relocating

1. Racial discrimination
 - a. Social
 - b. Business, labor
 - c. Legal
 - d. Medical
 - e. Educational
 - f. Military
2. Fear and feeling of inferiority
3. Financial problems
4. Getting parent's consent
5. Lack of initiative
6. Rumors
7. Fathers in internment camps
8. Size of family
9. Age of parents
10. Types of jobs and wages outside
11. Ignorance about localities
12. Orphans

B. Things which help people to relocate

1. Self-assurance, confidence, initiative
2. Education
3. Organizations
 - a. Religious
 - b. Y.W.C.A. and Y.M.C.A.
 - c. J.A.C.L.
 - d. W.R.A.
 - e. F.B.I.
 - f. F.S.A.
 - g. Educational

4. Friends and relatives outside
5. Short term leaves
6. Influence of camp life, monotony, restlessness
7. Government assistance
8. Army volunteers

C. Possible locations available

1. Middle West
2. Inter-Mountain states
3. Eastern coast
4. Rural communities
5. Urban centers

D. What to look for in relocation

1. How people feel toward Japanese, attitudes
2. Area not already over-crowded with Japanese
3. Assured education for children
4. Housing conditions
5. Weather, climate conditions
6. Types of work available
7. Contacts available in new locality

Committees worked on each problem, attempting to give solutions as well as statements of the facts at hand. Reports prepared were presented by committee before entire class and committees gave tests to rest of class over material.

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EXHIBIT IX

Relocation Unit - High School and Adult

1. How to travel and find your way about in strange places;
 - a. Train and bus travel in wartime conditions; reservations, seats, etc.
 - b. Terminal problems: A railroad station and how to use it.
 - c. Etiquette of travel: Tipping, conversation, dress, tickets, baggage.
 - d. Cities and their structure: Maps and diagrams, methods of transportation in cities, directories and telephone, messenger services, the plan of the usual American city, Chicago, Cleveland, Minneapolis, Kansas City, Des Moines, Detroit, Cincinnati, New York, Boston, New Orleans, New Haven, Washington, Pittsburgh, Philadelphia, St. Louis, Atlanta; Jacksonville, Florida, etc.
 - e. Hotels: Meals, rooms, services such as laundering, pressing, beauty shop and barber shop service, shoe shining, room service, tips, and regulations concerning the use of services.
 - f. How to find street addresses and landmarks.
 - g. Rural areas, villages and towns: Directions and how to follow them.
2. How to get a home:
 - a. Hostels and their functions.
 - b. Rooming and boarding houses.
 - c. Apartment houses.
 - d. Hotels.
 - e. Single and multiple dwellings.
 - f. Techniques of finding a home to live in.
 - (1) Realtors.
 - (2) Newspaper ads.
 - (3) Your employer.
 - (4) WRA office.
 - (5) United States Employment Office.
 - (6) War Manpower Board.
 - (7) U. S. Housing Authority.
 - (8) Friends--personal friends and the Friends' Service Committee.
 - (9) Church and other "fair play" and "tolerance" groups.

- g. What to look for in a home: Heating, cooling, ventilation, refrigeration, plumbing, light, sanitation, care, furnishings.
3. How to apply for a job:
- a. Attitude.
 - b. Appearance.
 - c. Kind of a job, location of work compared with location of housing, and other elements of selecting a job.
 - d. Techniques of landing a job: USES, WRA office, asking personally, by mail, whom to see when you apply, how to react to various answers (e.g., "We don't want any Japs!" might well be answered by either Issei or Nisei by the reply, "Neither do I. I'm an American. I chose this country to live in and work in because I like it better than any other country. I'm out here ready to do my best when manpower is needed and everybody ought to be working hard together, and not fighting each other. How about giving your support to democracy by working together, now, for a better world? I'm willing to do that. Can you afford to do any less?"), what clearances, certificates, etc., are likely to be required for various positions in various plants.
4. How to get along with fellow-employees:
- a. Work cooperation; don't be too quick to take offense, but give the chronic gouger and trickster the same treatment your fellows do, a very cold shoulder. Try to urge cooperation at all times and set the example yourself.
 - b. Off-time conversation and activities.
 - c. Social relationships.
5. How to get along with the neighbors:
- a. Need for distinguishing between impersonal neighbors such as apartment house or rooming neighbors and suburban neighbors such as we are used to in the West.
 - b. How to break the ice.
 - c. How to help them break the ice.
 - d. Informalities.
 - e. Formalities.

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- f. Etiquette of borrowing: Don't be a sucker, but don't be offish, either.
6. How to get along with your employer:
 - a. Do you work conscientiously?
 - b. Don't be ostentatious when you need an adjustment; ask him quietly but definitely and tell him why a change must be made, if one is needed.
 - c. Resist impositions politely and considerately (suggesting alternatives to your doing more work than you agreed to do for the salary offered, if possible), but don't imagine that you're being worked to death every time you're asked to put in a half hour overtime. Look around and you'll find everyone else does it every once in a while also.
 - d. If you are working under a union agreement, live up to it scrupulously; if your employer doesn't take it up with your fellow-employees, and suggest that it would be a good thing to report to the union business agent or the shop committee on labor relations. Watch out to make sure you don't get caught in a squabble between the employer and the employees. Let someone else be the goat - you can't afford to just now. However, when the situation calls for leadership, don't be backward about leading your fellow-employees, or about discussing the problems with them. But get the facts before you take a stand definitely.
 7. How to get along with the press:
 - a. Be yourself.
 - b. Don't emphasize the hardships and difficulties you have been and will be working under. Present a well-balanced picture of the whole evacuee situation, and of your own if you're talking about that. Emphasize the need for democracy and racial equality throughout the world and the United States in your speeches and show the relationship between the rights of the other fellow to whom you're talking and your own rights—that if yours are violated, he can expect that his will be also by some other pressure group which is trying to advance itself unjustly at others' expense. Tell them that the war we're fighting all over the world is vitally connected with your effort to maintain your freedom and keep your part in a free world.
 8. How to get along with other groups:
 - a. Church groups: Join them, talk to them, become one of them, expand the acquaintanceships you make in them, show

them that you are an able person and that you are just as American as they and their parents.

- b. School groups: Be yourself. Go out of your way to make friends and to take advantage of opportunities to mix with the many social groups open through them.
 - c. Lodges and other fraternities and sororities: Ditto, but keep an eye on those that are dominant in the community and try to join those if alternatives are open and if they give you as good treatment as the others. Don't get tangled up in secret alliances unless you are convinced of their value and know what you're getting into.
 - d. Service clubs such as Kiwanis, Rotary, Lions' Club, Elks: Talk to them if you get a chance; join them at the first opportunity that looks good.
9. How to eat, drink, and be merry gracefully:
- a. Table manners: Do you remember your silverware?
 - b. Dress: For street, work and play.
 - c. Dining out: How to behave, how to sit, how to order, how to tip, when and how to leave, what to say.
 - d. The theater: How to go, what to admire, ignore, enjoy, and say.
 - e. The tavern (alias beer garden, alias barroom, alias saloon (obsolete)): What to drink and when to pay for it.
 - f. The ballroom.
10. Taxes and how to pay them:
- a. State taxes: Sales, income and other. What they are and how to find out more about them.
 - b. Federal: Income, victory, etc.
 - c. Pay them by keeping on the job.
11. Insurance:
- a. Hospital insurance, medical service, if possible.
 - b. Accident, sickness, and life insurance.
 - c. When to take out life insurance, what to buy, and how much to buy.

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12. Savings or how to live on a deficit:

- a. Bonds and stamps.
- b. Investments.
- c. Postal savings and bank savings accounts.

13. Banks and how to use them:

- a. Six services commonly given by banks in the United States: Checking accounts, savings, credit, trusts and escrows, safety deposits, financial advice and information.

14. How to budget your income:

- a. Living on your income and saving some for an emergency.
- b. What to buy and where to find out the truth about quality and values: Consumers' union, Consumers' Research, Consumers' Guide, Federal Bureau of Standards, Bureau of Home Economics, Women's Bureau, Children's Bureau, Farm Security Administration, Department of Agriculture, Pure Food and Drug Administration, Department of Commerce, Bureau of Foreign and Domestic Commerce, PM, Chicago Sun, etc.
- c. Standard of living: What part of your income should you spend for each type of commodity you need or want? How the consumer spends his income, Department of Agriculture budgets on four levels of income, etc.
- d. Aids to budgeting: A simple account book; a habit of writing up expenditures and receipts promptly and regularly; keeping the balances up-to-date; predicting your expenditures several months in advance; factors to watch.
- e. Rationing or how to use your points to best advantage.
 - (1) ABC's of rationing.
 - (2) Rules and regulations--food, shoes, gas, tires, etc.
 - (3) Budgeting your points; point bargains.

15. Trouble and how to meet it:

- a. Ill health: Hospital insurance and, if possible, medical insurance.
 - (1) How to select the right doctor.
 - (2) How to select the right hospital.
 - (3) When to call the doctor, when to stay home from work, what to do when you have to stay home.
 - (4) Home remedies and first aid.
- b. How to get expert, impartial, helpful advice and help, if necessary:

(1) Use your social agencies, especially the Social Security Board office nearest you, the Family Welfare Association, the Friends' Service Committee, the Community Chest and its member agencies, such as the YMCA, the YWCA, the Travelers' Aid Society, the Red Cross, the Boy Scouts, the Girl Scouts, the Social Service Department of the hospital if you are ill or injured, the Public Welfare Department of your city if it is good, your church, the personnel department of your employer, if the company or plant is a large one.

(2) How to use each social agency, what each one tries to do and what it might do for you.

c. How to give aid: Join some Civilian Defense Hospital Society, Ladies' Aid or Red Cross chapter. Do as much as you can in your spare time and get acquainted with your fellow workers while you're doing it. Look for chances to do someone a good turn. They'll remember it--and you--with gratitude.

16. How to make friends and avoid loneliness:

a. Pay attention to your companions, talk with them, tell them about yourself, encourage them to talk of themselves and their problems. Be a good listener and sympathetic fellow employee, diner, traveler, church member, etc. Invite them to your room or home and be natural about it. They'll soon invite you to theirs. Even if they didn't, you have the benefit of their company, information and the good impression that your hospitality makes on them. Persistence will win friends when joined with courtesy, consideration and a friendly attitude. Go to it!

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EXHIBIT X

Problems of the Evacuee - High School Seniors

I. Decision

A. Steps leading to the decision

1. Teacher presentation of possible units.
2. Pupil discussion of material studied during first semester.
3. Pupil and teacher discussion of pupils' needs and interests.
4. Individual pupil listing of needs and interests.
5. Teacher-pupil classification of listed needs and interests, summarized generally as follows:
 - a. The need for practical self-improvement in order to
 - (1) adjust successfully in Poston
 - (2) prepare for relocation
 - b. The need for keeping informed about and in touch with the "outside" in regard to
 - (1) public opinion in various localities, concerning Nisei
 - (2) national affairs
 - (3) international affairs
 - c. The need for an understanding of the racial background of the American Japanese and of the relationship between Japan and the United States.
 - d. The need for understanding the policies of the United States toward immigrants, citizens, and other residents of this country.
6. The problems stated. The American of Japanese ancestry faces the following problems:
 - a. The problem of adapting himself in the best way possible to life in a relocation center where all activities, opportunities for advancement, and the conveniences of life are, of necessity, limited.
 - b. The problem of keeping himself free from bitterness and other destructive emotions.
 - c. The problem of helping shape post-war conditions pertaining especially to himself and of preparing to fit into present and post-war times in a way which will be advantageous to both himself and society.

- B. Pupil statement of the decision: Since it is our desire to realize and enjoy, eventually, the full rights of our citizenship, we shall devote one semester largely to a study of topics pertinent to the American Japanese problems. By this study, we hope to develop attitudes and abilities which will help us realize our desire and will guide us in adapting wisely to our present situation and to whatever peculiar situations the future may hold for us.

II. Pre-test. Need for the study was revealed by

- A. Summary of preceding semester's work.
- B. Inadequate student answers to questions of new teacher who was unfamiliar with American Japanese problems.
- C. Genuine desire on the part of most of the students to make a broad, constructive study of their problem, especially those dealing with relocation and personality adjustments necessary for successful relocation.
- D. Undesirable attitudes shown by a few pupils during the formation of decision:
 - 1. Wistful thinking
 - 2. Prejudice or resentment
 - 3. Short-sightedness shown in a desire to focus attention narrowly on immediate personal problems

III. Aims

- A. To become more proficient in
 - 1. Correct speech
 - 2. Effective writing
 - 3. Use of source material
 - 4. Logical organization
- B. To develop the ability to
 - 1. Cooperate constructively
 - 2. Read critically
 - 3. Think independently
 - 4. Suspend judgment
- C. To acquire information that will be helpful in
 - 1. Self-analysis
 - 2. Seeing and taking advantage of opportunities
 - 3. Understanding national and international problems.

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IV. Collection of data

- A. Private letters.
- B. Leave office bulletins and forms.
- C. Notes on lectures made by informed members of project staff and by visitors to the project.
- D. Newspapers and magazines, some of which were Los Angeles Times, Christian Science Monitor, Des Moines Register, Time, Common Ground, World Call, Harper's Magazine, Atlantic Monthly, Saturday Evening Post, Country Gentleman, Reader's Digest, American Observer, and Nation.
- E. State health reports borrowed from Poston hospital.
- F. Bibliographies of book references found
 - 1. in public library
 - 2. in school library
 - 3. in private homes
 - 4. in classroom
- G. Personal interviews.

V. Making the study

- A. Choice of subjects
 - 1. Brief class study of history and culture of Japan, made by means of
 - a. Lectures of informed Japanese apprentice teacher
 - b. Voluntary pupil reading of private references
 - c. General discussion
 - d. Making and interpreting maps
 - e. Oral reports
 - 2. Other subjects chosen
 - a. Citizenship
 - b. Health
 - c. Religion
 - d. Relocation opportunities
 - e. Insurance
 - f. Use of leisure time
 - g. Personality
 - h. Leadership
 - i. Bad habits
 - j. Friendship
 - k. Family life

- l. Race problems, minority groups
- m. Consumers' problems
- n. Plans for post-war peace
- o. Visits of international importance
- p. Labor unions
- q. Arts and crafts in Poston
- r. Occupations

B. General plan used for developing unit

1. Organization of groups for study purposes. (Every pupil, however, did not study in a group)
2. Each pupil made at least three informal talks on his phase of the subject.
3. An exhaustive written report was made on each subject.
4. Each study was finished by application of subject matter material to a situation in Poston or to a particular Nisei problem.
5. Each lengthy report was condensed.
6. Condensed material with bibliography was typed and hectographed so that each pupil had a copy for his packet.

C. Activities

1. Series of reading tests to develop speed and comprehension.
2. Keeping personal records of reading tests.
3. Reading on selected subjects.
4. Listening to visiting speakers.
5. Writing business letters.
6. Oral reports.
7. Writing essays.
8. Personal interviews.
9. Collecting and presenting information from personal letters.
10. General discussions.
11. Making maps, charts, and a scrapbook.
12. Making an annotated bibliography of twenty recent magazine articles.
13. Reading literary selections relative to the various subjects. Examples: Canterbury Tales, use of leisure time, personality development; Macbeth, tyranny and war.

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Note: The special features of the study of "Relocation Opportunities" were:

1. A Public Opinion Scrapbook containing 150 clippings from fifteen different newspapers.
2. A collection of forty letters from Nisei in eighteen different places in the United States.

Evaluation:

1. Teacher judgment of pupil improvement:
 - a. A final test on the history of Japan, including both objective and thought questions, revealed increased serious and unprejudiced thinking.
 - b. In final "term" papers, in which pupils took an overall view of the unit, increased skill in expression and in logical thinking was revealed.
 - c. Cooperative and friendly spirit grew as unit of work progressed.
2. Pupil action:
 - a. Reading tests and the necessity for continued reading improved general reading habits.
 - b. At close of term a survey revealed that of the twenty-six pupils in the class,
 - (1) three had applied for student leave;
 - (2) two were going out to work immediately;
 - (3) six were going out to work later in the summer;
 - (4) eight others were planning eventual relocation with their families;
 - (5) all who were to be in Poston for the summer had employment.

accept this chance, others will remain in the centers and try to catch up when the tumult is over. The choice is often hard but should be made, knowing the facts and implications of either decision.

Scope

Aspects

Resettlement

1. Administrative Arrangements: What is the procedure for obtaining a seasonal work leave? How would you apply for an indefinite leave? What is the arrangement for a short-term leave? Who are the persons that are going to be segregated? What administrative instructions must be followed to relocate to Crystal City, Texas? Is it possible to re-enter into the Western Defense Area if you are married to a Caucasian?
2. Travel: What are the arrangements for departure? What appearance should an individual watch when traveling? Upon arriving at the destination, what arrangements have to be made? How much financial assistance will there be in an indefinite, seasonal, and short-term leaves - either through the government or company?
3. Rationing: What are ration books? Why do we need them? When and where should an evacuee apply for ration books?
4. Student Relocation: What possibilities are there for a high school graduate to continue his education? Is it desirable for a high school graduate in a relocation center to go on to college, or should he get a job? What expenses are entailed as a student in relocating?
5. Employment: What kind of technical training is desirable to best fit into American society today? What are the modern etiquettes of interview in writing and in person? What attitudes should we have when employed? What part do income taxes and other governmental taxes play in the lives of employees? How should we regard the security of our positions now and after the War? What are some of the labor problems which Niseis will encounter.

6. Relocation Areas: What is meant by "restricted areas?" Into what two classes may all areas relative to public attitudes be placed? What facts does one need to know about relocation area? What is meant by relocation officers?

7. Civic, Social, Personal Relations: How can you as an individual help to make resettlement successful? Why resettle? What are the relative advantages and disadvantages of settling in large cities, small towns, or rural areas? What are the community reactions toward evacuees in different areas? What are the customary manners, conventions and civic regulations pertaining to a particular town or city of which the evacuees should be conscious? What part do churches and clubs play for the evacuees? What are the recreational activities and leisure time facilities in an area that are open to evacuees? What is the housing situation in a particular area?

Does the government check the applicants for all leaves?

Does your behavior in the relocation center have any effect on your leave permit?

Is it necessary to notify the WRA regarding all changes of address after you resettle?

What is meant by the word "hostel"?

What advantages are offered by the hostel plan?

Who is in charge of outside employment in Poston?

What sort of publication gives information on job offers to the residents of Poston?

What procedure must you go through in preparation for leaves?

Who is the Project Leave Officer?

Must you have a purpose to leave the center or can you just give discomfort as a reason?

Is it necessary to have a job offer in order to apply for a seasonal leave? Indefinite Leave?

How can you apply for employment?
Must you accept the job offered even though you do not like it?
Must one sign a contract for seasonal leave?
What is the difference between seasonal and indefinite leave?
Can a parolee apply for seasonal leave? for indefinite leave?
If you answered question 28 in the negative, can you secure any kind of leave?
What is the difference between indefinite and short-term leave?
For what purpose is short-term leave usually granted?
If you were on the stop list, can you leave the center for outside employment?
Can you return to the center from seasonal leave when the contract has expired?
Can you stay outside when the contract has expired?
If you apply for indefinite leave, how can you obtain a cash grant?
Would the government pay the expense if you went out on indefinite leave?
How would you obtain a short-term leave without a purpose?
Is there a time limit on a short-term leave?
Can you renew a short-term leave if you have a good reason?
Does the administration furnish an escort if you are going into a restricted area?
Who started the move for segregation?
Do you need a leave permit to be eligible for segregation?
Is your leave clearance still effective if you transfer to another project before you leave?
What procedure must be followed in preparation for returning to Japan?
Is it possible to relocate from Crystal City? Tule Lake?
What kind of clearance must be secured by anyone going into the Eastern Defense Command?
How many people have relocated on indefinite leave? Seasonal leave?
How many people have transferred to other centers To Crystal City? To Tule Lake? To California under the provisions for mixed marriage? Into the army? To Camp Savage?

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Is there a purpose behind segregation?
Who is in charge of segregation in Poston?
Has any Japanese-American re-entered the
Western Defense because he or she was
married to a Caucasian?
If you are a mixed blood, are you permitted
to go to California?
Can you obtain a leave to Crystal City even
though you do not know anyone there?
How many people have left from Poston this
year on seasonal leave?
What procedure must be followed in order to
obtain a train ticket?
How should you go about checking baggages?
Explain how you should read a timetable?
How would one go about making a pullman
reservation?
Is it possible to send a telegram from a
train?
How should you dress for traveling?
What etiquette is involved in travel?
How do you claim your baggage when you have
reached your destination?
How do you locate missing baggage?
Should you tip the Red Cap? How much?
Is it advisable to take a raincoat?
Should you carry excess baggage with you?
What is the difference between freight
and express?
How many pounds of baggage can you take on
your ticket?
Do you share rides in a taxi?
Do you know the different rates for a
taxi according to zones, mileage?
What financial assistance for traveling will
WRA give?
Is the financial assistance for seasonal leave
different from that for indefinite leave?
for short-term?
Can you make better connections by bus or
train?
Is it advisable to take along food if the
diner is likely to be full, or can you buy
food in the station?
Are train connections likely to be good or
bad?
With government financial assistance, do you
travel by coach or pullman?
Is it permissible to take other than the
routes designated?

- How much consideration should be given to climatic traveling conditions?
- Can you exchange a train ticket from one company to another?
- Can you travel on the Santa Fe bus on a Santa Fe Train ticket?
- What type of conversation should you carry on when traveling?
- Should this subject be avoided?
- What will you do during long hours of waiting for your next train?
- Is it permissible to go sight-seeing while waiting at a junction?
- Should you try to get acquainted with people while traveling?
- What advantage is there in meeting new people?
- How do you read a city street guide?
- Are there hotels at the various junctions in case of an over-night stay there?
- What are the regulations of such hotels?
- Are meals obtainable on the train?
- Is there a limit set on the time you should take in traveling?
- How many ration books have been issued?
- Does each member of the family need ration books?
- For what articles do you need the first ration book? the second?
- Are the stamps good at any time?
- Can you get change in ration points?
- Which stamps should we use whenever possible?
- Which foods require the high-value stamps?
- Are there sufficient stamps for all the foods we need?
- How can we supplement our rationed food supply?
- Are ration books three and four available? For what do we need them?
- Does student relocation apply only to college students or can it apply to high school students and graduate students?
- What colleges and schools are open?
- Are there any vocational schools on the list?
- In most cases, what is the attitude of the student body?
- Will WRA give any financial assistance for travel or tuition?
- Do students live in the college dormitory or in a boarding house nearby?

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- Is it possible to get a part-time job in a college? in a community?
- Would there be any restrictions on the courses open to evacuee students?
- Should Nisei students join clubs? athletic associations? fraternities?
- Is it likely that a Nisei student would be asked to join a fraternity?
- Should a Nisei student attend the school socials?
- Should a student fraternize with the faculty? make friends outside the community? stick to other Nisei if any are present?
- If the college is in or near a city, is the student free to shop, go to the concerts, etc.?
- What sort of clothes should a student take with him? room furnishings?
- Why do some colleges not admit Nisei students? Is it because of public sentiment? because the college has been turned over to the Army? because the college is in a defense area?
- Are all the colleges on the available list apt to be cordial to a Nisei student?
- Are colleges with church affiliations more likely to accept Nisei students than non-sectarian?
- What is the usual quota of Nisei for each college?
- Will colleges make necessary housing arrangements for students who will not live on the campus?
- In universities are there more openings in the professional departments, like dentistry or in the liberal arts courses?
- Are more colleges open to Nisei students in 1943 than there were in 1942?
- What is the grade average of relocated students?
- Should you apply directly to the college or refer to the National Relocation Council?
- What other papers in addition to those for leave clearance must be filled out? What forms must be sent to the colleges?
- Are there any scholarship committees in the centers to aid a student in relocating?
- Should a student go into a specialized field like engineering?
- What are the relative advantages of large and small colleges from the standpoint of entrance requirements? Social relations? expense?

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Are more of the larger or smaller schools open to Nisei?
What modifications have various colleges made in their curricula due to the war?
Is a student obligated to remain at a college if he does not like it?
About how many students have already relocated?
What services does the National Student Relocation Council offer?
Does the council provide any financial assistance for students?
What technical training is available here in Poston?
Is technical training always necessary to make a living?
What sort of Civil Service jobs are there?
Can Nisei apply for civil service jobs? Is public employment secure?
Are vocational institutions more beneficial than academic institutions?
What type of job offers are there for the Nisei today?
How does the employment office work here in Poston?
Is technical training necessary for farm work?
What factors determine the student's vocation?
How do you write good interview letters?
How important are good references to the Nisei?
What do we need to know to make a personal interview?
What type of relationship should we have with the employer?
Does our appearance count when we interview an employer? How should we approach an employer?
How should we react when employment is refused us?
What type of relationship should we have with our fellow workers?
How should we regard our position in the firm?
Is it beneficial to know the complete working process of the firm?
Do we understand the laws on income tax enough to prepare a report?
What are social security taxes?
Who pays the taxes?
Does everyone pay social security taxes?
What benefit can we derive from Federal Old-Age Insurance?

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What benefit can we derive from Unemployment compensation?
Is it advisable to change from one job to another?
What is the Social Security law in regard to the employees who have left for the army?
What can Nisei do when he goes outside for employment and finds out the job is not suitable?
What effect does it have on the American society when Nisei quit jobs for no reason at all or not report at all?
How can we prevent the Nisei from doing this?
What can the Nisei do after the war if they are ousted from their jobs?
What effect does the rise of the Congress of Industrial Organization and the American Federation of Labor have upon the laborer?
What are the present day laws regarding child labor and women workers?
What are some of the causes of unemployment?
What effect do business cycles have on unemployment?
Is unemployment insurance beneficial? In what way?
What relationship does health have to employment?
Are there Nisei soldiers anywhere besides Camp Shelby?
What are the advantages of joining the WAC?
What is the purpose of joining the WAC?
What are the prevailing wages for the WAC?
What are the specific physical requirements for the Nisei to join the WAC?
What qualifications are necessary for entering Camp Savage, Minnesota?
Can evacuees enroll as students at Camp Savage?
What are the physical requirements for Camp Savage?
What is the pay for instructors at Camp Savage, for the students?
What qualifications are necessary for applying for O. C. S.? (Officers' Candidate School)
Where are the relocation offices?
What area does each office serve?
What sections of the country are likely to be favorable and which unfavorable to relocation?

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To what class of people is the vicinity around Chicago adapted?
What problems do couples with children have that others do not?
What states are included in the Chicago area?
What cities are served by the Kansas City office?
What types of employment do the smaller cities and towns in this area offer?
What kind of farm employment is offered in this area?
Approximately what wages prevail for farm laborers here?
What are the school facilities?
Is New York a desirable place?
Is there a housing shortage in New York?
For what class of workers is New York most suited?
What other large city or cities belong in this area?
Is Denver a favorable community for permanent settlement? for seasonal work?
Is the cold climate of the northern states hard on people from California?
Are there park and playground facilities in the large cities of the middle west?
Are there nursery schools in the cities if a mother has to work?
Are the eastern states predominantly industrial?
Is the deep south a good place to resettle?
Can Nisei buy farms in any of the mid-western states?
Is the farming in the mid-western states very different from the farming in California?
Is there any possibility of truck farming such as in California in states like Idaho or Illinois?
Is the city crowded with defense workers?
How many Japanese should live together?
What are the dangers of colonization?
How long will it take to find satisfactory housing?
HOW DO THE HOSTELS HELP ONE?
Should one take his family with him or send for them later?
Will there be discrimination against the Japanese in housing?

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- What opportunities are there for working for one's room?
- What about the cost of water, gas, and electricity?
- What club groups would be open to the Japanese evacuees?
- Should Nisei have social gatherings together?
- What is the prevailing sentiment of the majority of the people in the midwest and the east toward evacuees?
- What is the general impression toward the evacuees that the Chicago Tribune gives its readers?
- How does the majority of the Chicagoans react toward it?
- What is the general feeling that the people have obtained from the Cleveland newspapers toward evacuees?
- Why is it good practice to discourage large numbers of evacuees from congregating and becoming conspicuous in public places?
- Why should evacuees after relocating become members of community organizations?
- In what ways does membership in community organizations tend to break down racial barriers?
- Why would the dissolution of "tightly-knit, self-sufficient" Japanese colony that existed in California be a way of breaking down racial prejudice?
- Can Nisei be assimilated?
- In spite of antagonistic propaganda against evacuees in the mountain areas, is public sentiment favorable toward evacuees there?
- What are the regulations characteristic of a particular city like Chicago, Denver, New York, Washington, D.C., that an evacuee should know?
- Would a hostel sponsored by the Buddhist organization accelerate relocation?
- Explain the meaning of the statement: "An individual reflects the action of a group or race."
- If an evacuee is arrested simply because of his race, where should he communicate for assistance?
- What is the purpose of the WRA field offices?

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- Should Japanese language be spoken freely in public places?
- Should one attempt to plan to purchase land, property, or business enterprise immediately upon arriving outside? or later?
- What is the public opinion toward the evacuees in Chicago according to the recent survey?
- What are the various problems that face a mixed marriage family returning to California?
- How can the churches on the outside help to bring social life to the evacuees, how can they help to contact the general public, and how can they get the evacuees into the everyday life of an American community?
- What has been the reaction of the people in Cleveland areas toward the 300 Nisei that relocated there?
- Evacuation to the project center was at first considered a permanent location for the duration - what psychological effect does the plan for resettlement have upon the people?
- In going job hunting, what type of clothes are suitable? Why should one be cautious of over-dressing?
- What are some of the agencies that have been set up to help the evacuees with their problems?
- Do you need a job in view before making application for a hostel?
- How has the American Friends Service Committee helped evacuees to resettle?
- Are there any advantages of taking domestic jobs with the view of looking for a better job?
- What is the cost of living in smaller cities and towns?
- Do the families who settle in the small places have a better chance of gaining acceptance in community life?
- Why is it that so many of the people want to go to large cities?
- Is there a greater security of employment in non-war industries?
- Are there any opportunities in smaller cities and towns of Colorado?
- How are the responsibilities for home and community sanitation shared in the small towns and rural areas?
- Is the food shortage in public schools in the cities?

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- Will people who go to smaller communities be in a better position to weather a depression than those who go to highly industrialized centers?
- How are the schools and recreational facilities in smaller towns and rural areas?
- What advantages are there for families relocating in small towns?
- Are there any opportunities for farmers in the East?
- Do the rural sections of the East offer better year-round employment?
- Are there any opportunities in the truck farming sections of Long Island and New Jersey for experienced truck farmers?
- Is the general level of rents in New York for single persons or families higher than in most large cities?
- What are the opportunities for people who want to get specialized training in New York?
- Are there any opportunities for social workers in New York?
- Does New York also face shortage of housing facilities?
- Why does Denver refuse to accept any more evacuees?
- Has the community reached its saturation point with regards to people of Japanese ancestry?
- What causes bad sentiments in the mountain states?
- Are the evacuees accepted in war production plants?
- What are some of the causes that tend to aggravate public sentiment against the evacuees?
- Where can an evacuee go for medical assistance while outside?

Activities

- Demonstrate a job application interview.
- Write business letters for an application job.
- Read about rules in etiquette.
- Have an interview with different department heads in Poston (e.g. Employment, leave office, Family Welfare, etc.)
- Invite outside speakers to lecture on different aspects of resettlement.
- Gather information from letters of evacuees who have already resettled.

Collect newspapers, articles on rationing and other articles concerning resettlement.

Take notes from radio news concerning resettlement.

Have an original play on resettlement.

Make a scrap book on geographical factors of the United States.

Make a mural on resettlement.

Make a graph:

1. number of evacuees relocated in different areas.
2. ratio of people relocating monthly and people remaining in the center.
3. people taking agricultural jobs versus industrial jobs.

Make maps:

1. illustrating the classification of the United States into three areas.
2. showing the WRA offices.
3. showing the train routes from Poston to certain cities and areas.
4. showing geographical specialization of labor.

Obtain slides and motion pictures on scenes of the outside.

Secure speakers who have visited the outside and returned.

Make statistical charts on population relocated and remaining in Center.

Make public opinion survey on general factors of resettlement.

Have panel discussion on:

1. question of resettlement- pros and cons.
2. vocational training and vocation guidance.
3. labor problems.
4. what effect has resettlement had upon post-war adjustment.
5. go to college or get a job, or remain in Poston.
6. advantages and disadvantages of relocating to a particular city, town, or rural area.

Debate - "Resolved that high school graduates should relocate."

Go through the procedure of taking the various leave clearances (short-term seasonal, indefinite, segregation, Crystal City, Western Defense for those married to Caucasians.)

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Articles

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- Susu-Mago, Charlotte Douglas: Methodist Woman, May 11, 1943.

Offices in Poston

- Employment Office: Army, Camp Savage, WAC.
- Family Welfare Department: Mixed Marriage, Repatriation, segregation.
- Messrs. Burge, Cushman, Crawford, Cassily: For General information about leave, travel, employment, etc.
- Also recommended, thought not actually used, by this committee:
Chamber of Commerce publications
College catalogue.
Government publications on employment
Periodicals, such as Common Ground, Pacific Citizen, Atlantic Monthly, State Guides.
Relocation Reading Room - Block 27 Recreation Hall.

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