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REPORT ON HIGH SCHOOL

SUMMER SESSION

MANZANAR - 1942

REPORT ON SUMMER SESSION

The Education Department at Manzanar came into active existence about July 1, 1942. Already a summer school program initiated by the Japanese residents at Manzanar was in operation. Through the supervision of the Education Department this program which had mushroomed into existence was given form as well as content.

Classes were conducted Monday through Friday evenings from 6:30 p.m. to 8:40 p.m. There were three 40 minute periods each evening, with a 5 minutes recess between periods. Each class operated two nights a week, either Monday and Wednesday or Tuesday and Thursday. Friday evening was set aside for student consultation with the tutors. The classes were held in mess halls 32 and 34, which were not being used at the time. (The schedule of classes is attached.) The subject matter offered was divided into 6 different departments--Mathematics, History, Language, Business, English, and Science--and ranged from the 7th to the 12th grade.

The teachers for the summer session were Japanese junior college and university students who volunteered their services as tutors. Most of these worked full time during the day. Attendance on the part of students was voluntary and had no other motivation than the stimulus of completing school work interrupted by evacuation. Only those students who were equipped with text books were permitted to enroll. These text books were loaned to the students by the schools which they were attending at the time of evacuation.

At the beginning of the Manzanar summer session the program had little organization. There was no supervision of the tutors by any certified teacher or supervisor; the few records of attendance were incomplete. When the supervision of this program was taken over by the Education Department, class rolls were made out and a supervision of tutors began through individual consultation and through tutors' meetings. This had two favorable results. It effected a more efficient operation of the school program both from the standpoint of the student and from the standpoint of the tutor. At the same time it acted to establish student respect for tutor authority, since the existence of certified Caucasian supervision was made clear. While a certain percentage of students originally enrolled dropped out of the summer session because of an unfounded rumor that no credit would be given for their work, many who originally failed to enroll did so as soon as Caucasian certified supervision became evident.

Upon the close of the summer session on August 21, 1942, each tutor met with his students individually to make a final evaluation and to record the students' extra-curricular activities, which included work, reading, hobbies, and recreational activities.

This list was made to assist the students' former schools in determining credit. When this was done each tutor, basing his judgment upon the individual's class work and examinations, filled out the evaluation form (see attached form #373) and recommended a grade. These forms were turned in to the Japanese tutors who acted as heads of departments. Then department heads arranged the forms by schools and finally turned them over for review to the Director of Guidance and Counseling, under whose supervision the summer session program had been placed.

Each evaluation form was carefully reviewed by the Education Department and, upon the basis of the subject matter covered as well as the quality of the students' work, a recommendation as to credit was made. These recommendations, the respective schools were informed, were subject to changes based upon more detailed, pre-evacuation performance records available to the former schools. Therefore, final grades and subject credits were to be recorded at the discretion of the particular school concerned. The various schools were requested to return to Manzanar a statement of credit for the summer session work.

Grades recommended by tutors (see attached Grade Curve) ran higher than they might have under more normal school conditions. In the opinion of this department two factors operated to produce this condition. The first factor, undoubtedly, was a degree of tutor leniency in final evaluations. However, the second factor was probably more important; the selective effect of the hardships involved operated to encourage the enrollment of only the most apt and willing pupils. On the whole those students who went to the trouble to attend a summer session program under conditions of heat and poor classroom facilities were so motivated already that one would expect a negatively skewed grade distribution. Probably a large number of failures were eliminated by student drop-outs early in the program before enrollment organization existed, although such data are not available.

To date the response and cooperation of the former schools has been splendid. Almost without exception, those schools which loaned text books and so enabled their former students to enroll in summer session have accepted without qualification the credits and grades recommended by Manzanar. The school system having the largest student representation at Manzanar was the Los Angeles City School System.

The difficulties for the students of day-time study under temperatures ranging from 90° to 120° can well be imagined. One familiar with school situations can also picture the problems inherent in conducting 6 to 10 classes in the same room, particularly when each class was composed of students from several different school backgrounds and many in each class were working on

different assignments. Great credit goes to the untrained tutors who volunteered their efforts. As a result of the summer session program at Manzanar, 484 students from 64 different schools were supervised by 70 tutors and completed work on 1103 subjects.

Edward G. Chester

Edward G. Chester
Director of Guidance and Counseling

DATA ON HIGH SCHOOL SUMMER SESSION

Note: "Grammar Schools" includes 7th & 8th grade grammar schools and regular junior high schools.

1. Schedule of Classes:

Business:

Bookkeeping I	T. Th.	8:00-8:40
Bookkeeping II	T. Th.	8:00-8:40
Bookkeeping III	T. Th.	8:00-8:40
Everyday Business	T. Th.	8:00-8:40
Shorthand I	T. Th.	6:30-8:00
Shorthand II	T. Th.	6:30-8:00
Bus. Correspondence	T. Th.	6:30-8:00
Office Practice	T. Th.	6:30-8:00
Business Law	T. Th.	6:30-8:00
Clothing	T. Th.	6:30-8:00

English:

All grades	M. W.	6:30-7:10
Senior Problems	M. W.	6:30-7:10

History:

All grades	T. Th.	7:15-7:55
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Language:

Spanish	M. W.	8:00-8:40
Latin	M. W.	8:00-8:40
German	M. W.	8:00-8:40
French	M. W.	8:00-8:40

Mathematics:

Algebra	T. Th.	6:30-7:10
Trigonometry	T. Th.	6:30-7:10
Geometry	T. Th.	6:30-7:10

Science:

General Science	M. W.	7:15-7:55
Biology	M. W.	7:15-7:55
Botany	M. W.	7:15-7:55
Home Nursing	M. W.	7:15-7:55
Physiology	M. W.	7:15-7:55
Chemistry	M. W.	7:15-7:55

2. List of Subjects taught:

Business Department:

Bookkeeping
Shorthand

English Department:

English, all grades
Senior Problems

History Department:
History, all grades

Language Department:
Spanish
Latin
French
German

Mathematics Department:
Mathematics--Junior High School
Algebra I, II, III, IV
Trigonometry
Geometry I, II

Science Department:
General Science
Biology
Botany
Home Nursing
Physiology
Chemistry

3.	No. of high schools represented.....	32
4.	No. of junior high schools represented...	26
5.	No. of grammar schools represented.....	6
	Total schools represented.....	64
6.	No. of Tutors for summer session.....	70
7.	No. of students with duplicate evaluation forms:	
	Grammar school students.....	230
	High school students.....	254
	Total.....	484
8.	No. of subjects completed during summer session:	
	Grammar school students.....	507
	High school students.....	596
	Total.....	1103
9.	No. of subject credit recommendations given:	
	<u>Grammar</u>	<u>High</u>
	Mathematics	58
	Language	34
	History	82
	Science	103
	Business	45
	English	187
	Social Studies	58
	Home Making	11
	Totals	578

10. No. of subjects in which summer session credit was received from former schools to October 15, 1942:

	<u>Grammar</u>	<u>High</u>
Mathematics	58	13
Language	8	7
History	68	45
Business	4	17
English	61	96
Science	35	54
Social Studies	16	17
Home Making.	13	13
	<u>250</u>	<u>262</u>

11. No. of diplomas from former schools:

Distributed by Guidance.....35

Form 373
NAME

ADDRESS I.D.

SUBJECT & GRADE SCHOOL

SUBJECT TOPICS COVERED ATTENDANCE

CLASS ROOM
COOPERATION
EVALUATION

REC. GRADE

Tutors Signature

Department Head

FOR OFFICE USE ONLY

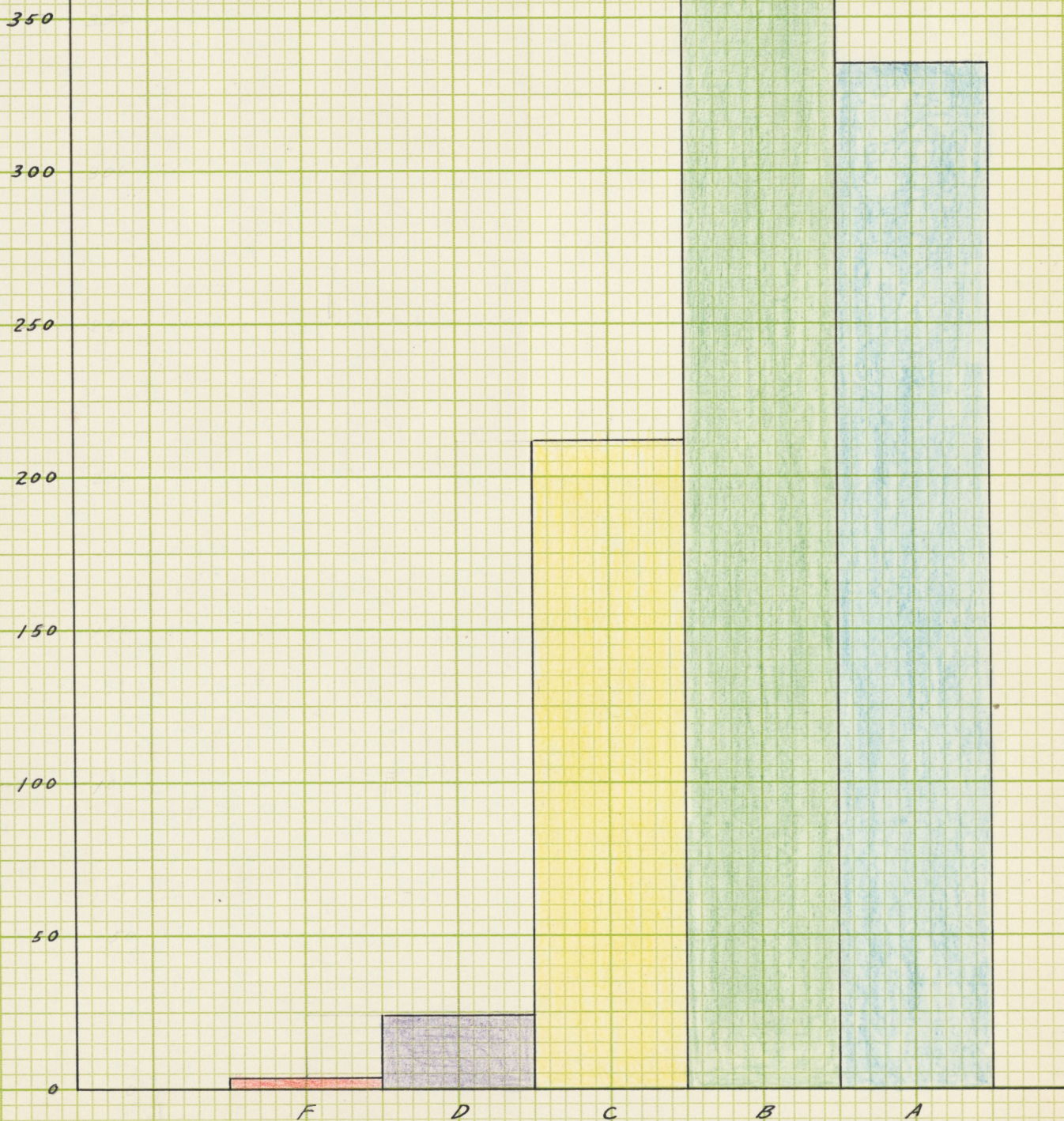
REMARKS:

Edward G. Chester
Director of Guidance

Genevieve W. Carter
Superintendent of Educ.

Grade Distribution

Grade	A	B	C	D	F
7B	15	45	15	0	0
7A	30	51	39	8	2
8B	15	26	22	5	0
8A	43	61	34	2	1
9B	23	38	15	2	0
9A	28	37	12	3	1
10B	23	29	5	2	0
10A	68	65	35	2	0
11B	39	40	12	0	0
11A	30	47	14	0	0
12B	19	19	7	0	0
12A	2	1	2	0	0
Totals.....	335	459	212	24	4



September 21, 1943

SUMMER AT MANZANAR

When 116 high school seniors marched out onto an open air stage to receive their diplomas on July 3rd, Manzanar Relocation Center had completed an important phase of its educational program for the year and was about to enter another period of intense activity. For, after a two-week vacation period, summer classes for elementary and secondary school students began in earnest.

Unlike the average American community, Manzanar offered its residents only a few of the normal vacation-time activities. There were facilities for various summer recreational and leisure-time programs, but there remained the problem of providing a full and useful summer program for 2400 school age children. As Dr. Genevieve W. Carter, Superintendent of Education at Manzanar, said, "Our schools could not shirk their responsibility simply because the regular school term had come to an end." A population of 10,000 people, hemmed into a mile square area, still existed. The housing facilities were not wholly adequate and could not provide space for naps and rest for pre-school children. There were no back yards where children could play. Eating in a common messhall, the close proximity of unrelated families, and restrictions on movement outside the center sharply limited the scope of family activities generally associated with summer vacations.

Manzanar officials therefore realized from the very start that the schools must be made an integral part of community life, completely related and coordinated with community welfare and recreational activities.

Schools at the center were not set up as independent institutions. School buildings and equipment were constantly being used by other

agencies and for diversified activities after school hours; school personnel accepted additional community obligations; parents built a well-organized and active parent-teachers group to share school problems and responsibilities. Because of labor shortages, students, especially the older ones, carried heavy work responsibilities. A school that was so much a vital part of the community could not plan and develop a summer program apart from other institutions in the center.

PLANNING A SUMMER PROGRAM

In order to plan a comprehensive summer school and activities program, a summer program planning committee was selected, composed of representatives from the schools, churches, welfare groups, health agencies, and community recreational groups. In cooperation with parents, teachers, and project staff members, a thoroughly integrated program was developed which included all phases of education, recreation, community development, and summer activities. In addition to a well-planned school program, the ground work for a program of community and group activities was laid. Nothing of benefit to the community was forgotten; every effort was made to provide a completely balanced summer program.

THE SCHOOL PROGRAM

After a two-week vacation period beginning July 3rd, during which there was no organized program, Manzanar students immediately turned their attention to the contemplated summer school program. Throughout the summer months, classes for nursery children and for elementary and secondary students were held, offering a wide variety of courses, and

giving special attention to problems of language, speech, arts, and adjustment to community life.

The Nursery School and Kindergarten

Nine nursery centers, taught by 20 evacuee teachers under the supervision of an experienced nursery education specialist, were maintained throughout the summer. Kindergarten classes were conducted by 8 evacuee teachers and one non-Japanese kindergarten teacher. Special care was given to those children needing aid in vocabulary building and speech improvement.

The Elementary School Program

The elementary program for the summer provided for two types of school experience, remedial and activity. Regular academic classes were held daily for approximately 450 elementary pupils. In addition, a thoroughly integrated program of activities for elementary students was initiated, and classes were held both during morning sessions and for a short period each evening. Activity classes and projects included art, dramatics, music, dancing, agriculture, and nature study, and were conducted in five barrack buildings set aside for that purpose. Through this combined academic and activity program, a well-balanced schedule for each of the 1400 elementary school children was provided.

The Secondary School Program

One problem, peculiar to relocation center high schools, was the fact that evacuation from the Pacific Coast last year disrupted normal educational progress for many students. When families were resettled at Manzanar, it was found that about 950 high school students would be placed in the "odd half-year group". It seemed important, therefore,

to eliminate this group in order that teachers and courses could be more effectively utilized. Accordingly, a summer step-up program was offered, enabling those students who were in the odd-year group to take advanced courses and thus begin the fall term on an equal footing with even-year students.

In order to accomplish this program in the short period of six weeks, 32 teachers were assigned to the step-up program, and classes were held in double periods from July 19 to August 27. When the fall semester began, students who had completed the step-up course successfully were placed in regular even-year classes.

Supplementing this regular academic program, secondary school students were encouraged to avail themselves of new library books and magazines as a basis for "free reading" during non-school hours. The high school study hall library was made the center of activity. Special shelves of material, graded according to individual reading ability, were provided for group reading.

School clubs, school bands, and other organizations, so much a part of the life of American high school students, were not overlooked at Manzanar. Students were encouraged to form their own clubs as the need was felt, rather than to organize clubs suggested by teachers or project officials. The Science Club, high school chorus, high school orchestra, and similar groups already developed at the school, continued their activities throughout the summer. In addition, students were encouraged to organize other groups, such as a dramatic club, creative

writing club, physical education club, or other organizations in which there was a common interest.

VISUAL EDUCATION MEETS DEFINITE NEED

Manzanar has developed a visual education and museum department which serves not only the schools but also the community as a whole. During the summer months, exhibits of an educational and general nature were shown throughout the center. A Fine Arts exhibit, World of Science display, posters on the national rationing program, exhibits of elementary, secondary, and adult school activities, and similar displays were a part of the special presentations prepared in the schools. The importance of visual education in a community as heterogeneous as Manzanar cannot be minimized. Such creative exhibits served not only as an outlet for talents and interests of students, but afforded a most effective means of reaching all residents of the community, regardless of their educational background or knowledge of English.

ADULT EDUCATION

Life in a relocation center depends to a great extent upon what the residents choose to make it. Evacuees at Manzanar are free to develop and improve living conditions in accordance with their own desires so long as basic WRA policies are respected. The popularity of adult education and the desire for self-improvement as evidenced at the center resulted in the inclusion of summer courses for adults. Courses were designed to give adult students an opportunity to learn or improve skills and crafts, as well as to develop a better and more intelligent approach to Americanism and good citizenship.

The adult education program for the summer was divided into three parts: (a) vocational training and retraining, with particular emphasis on agriculture, cooking, beauty culture, and other related trades; (b) adult English and Americanization training, including courses in oral and written expression and English usage; and (c) special forums, educational movies, current events, problems of relocation, and other matters of joint interest. The use of library facilities was encouraged, and the inclusion of motion pictures on American ideals, history, heroes, and traditions afforded a new and effective method of reaching the adult population of Manzanar.

COMMUNITY ACTIVITIES

The regular arts, crafts, sewing, recreation, victory gardening, sports, and music programs carried on by the Community Activities Section were extended throughout the summer months. Here, teen-age boys and girls, as well as adults, found a place for their interests and talents. Throughout the summer, community festivals, contests, dramatic presentations, and sports were provided for community participation and enjoyment. The program was supervised by a Civil Service staff employee, but like other community ventures, it was staffed and financed by the evacuee residents.

SCHOOLS A MOST VITAL ELEMENT IN COMMUNITY DEVELOPMENT

Manzanar's summer activity program was set up primarily for the children of elementary and high school age. It was broad enough, however, to include all community residents. While the schools contributed much to the summer program, officials of the center stressed the important community services of other agencies and institutions who

work with youth. Cooperatively, a well-rounded program was planned and developed--cooperatively, all community resources were directed toward the continuous development of the young American citizens in their charge.

SUMMER ACTIVITY PROGRAM

by Dr. Carter, 1944

PURPOSE:

To provide a summer activity program primarily for children of elementary and high school age levels, although the plan will also provide an organized leisure time program for adults. This summer activity program will provide a different kind of experience from the regular school year program.

PROCEDURES:

A meeting of a preliminary planning committee was held in Mrs. Adams' office.

At this meeting several steps were initiated:

1. A survey will be given immediately to all school children asking them to indicate preference of activities in which they would like to participate.
2. A survey of teaching personnel will be made to find out which teachers are remaining in the Center for the summer and to include the teachers as well as pupils in the planning of the summer program.
3. Mrs. Adams will follow up on the probability of bringing in Church sponsored personnel for summer work.
4. A similar survey will be made by Community Activities to determine the available resources in that section.
5. The Protestant Churches tentatively expect to hold their Bible School during the two weeks after the Summer Activity Program classes.
6. The children will be registered or assigned to a summer schedule before school closes.
7. The tentative plans for the summer activities program will include experiences in such areas as:
 - a. Music, arts, drama, dance, industrial arts, science, agriculture on the elementary level and high school level.

- b. Stencil work, arts and crafts, Little Theatre workshops, sewing, cooking clubs, creative writing groups, choral work will be provided on the secondary level.
- c. The library service will increase its Children's Centers and story hours. The elementary library will open a toy and game loan library.
- d. The Church Christams fund will be used to develop an enclosed playground for children under thirteen years.
- e. The Community Activity section will expand its program in three areas: Boys' Activities, Girls' Activities, and Group Activities. The emphasis here will be on leisure time and recreational opportunities for all age groups. Clubs, hikes, picnics, camping, athletics, etc.
- f. The Junior College will offer academic courses for the graduating Seniors who want to continue advanced work. The Business and Vocational classes will expand to offer an intensive summer program. The High School will offer remedial work to a small group as well as special work in English. The Adult Education program plans to augment its English Program by means of a Language Community Center.
- g. The Apprenticeship training opportunities will be increased for those who want vocational training on a full time basis.
- h. Work experience assignments will be made for high school students who wish to earn credits while working on approved and supervised Project jobs.
- i. Mr. Nielsen was appointed chairman of the planning committee and will prepare the over-all program schedule.

R E P O R T

SUMMER ACTIVITIES PROGRAM, 1944 Manzanar, California

INTRODUCTION

Objectives

The summer activities program was planned to meet the needs and interests of all age groups in Manzanar. Special emphasis was placed on the development of a broad activities program for children who needed a change from the regular school subjects, a vacation, not in terms of inactivity but in the form of new and different experiences.

It was felt that for children of elementary school age the classes should include no academic work but only activities of an active nature. For boys and girls of high school age, however, opportunities were needed for vocational training and for a chance to do make-up work in academic subjects or to earn school credit.

The objectives in the adult program were no different from the objectives toward which we work during the regular year. Opportunities were needed for men and women of all ages to spend their leisure time in a profitable manner. This includes opportunities to participate in classes or activities for the three-fold purpose of personal development, cultivating interesting hobbies, and development of skills which will help them fit into American communities after relocation.

Length and Time of Program

The activities program for children of elementary and high school age lasted eight weeks, beginning July 5 and ending August 25. The academic and make-up high school classes began June 26 and ended August 19. Adult activities ordinarily sponsored through the Community Activities Section were organized on a term basis of three months as usual. These activities started July 5 and will end September 30. Classes usually promoted through the Adult Education department also began July 5 but ended September 1. A few special adult activities meeting once a week were organized on the basis of eight regular meetings.

Practically all the classes for school age children were offered during the morning while with the exception of some English classes most of the adult activities took place at night.

Organization

The regular activities offered daily or a certain number of times a week were divided into three main divisions:

- I. Children's Activities (for elementary school age)
- II. Teen Age Activities (high school age)
- III. Youth and Adult Activities

Use of the terms "Elementary School" and "High School" were avoided as much as possible in order to give the students the feeling that this was not regular school but vacation time activities. As the program was too large for any one person to assume the supervision of the entire program, the supervisory responsibility was originally divided as follows:

- Children's Activities - Clyde L. Simpson, Elementary School Principal.
- Teen Age Activities - (except community club activities) Rollin C. Fox, High School Principal.
- Adult Activities - A. Activities usually sponsored through the Adult Education Department - Genevieve W. Carter, Superintendent of Schools.
B. Activities ordinarily promoted by the Community Activities Section, including children's and youth clubs - Aksel G. Nielsen, Supervisor of Community Activities.

As Mr. Simpson was called to Washington to help with leave clearances before the program got under way, the supervision of the Children's Activities was divided between Dr. Carter and Mr. Nielsen.

In addition to the regular activities program a number of special activities were promoted during the summer. Activities coming in this category and planned before the beginning of the summer term were listed on a calendar headed "IV. Special Events." This calendar was attached to the summer activities program which was made up and distributed before the beginning of the summer term. Special events might be, and were, promoted by any section or department that had the means or inclination to do so.

Staff

For the duration of the summer term, the staffs of the Education and Community Activities Sections were pooled. Leaders and teachers, whether appointed or evacuee, were assigned to teach or help in the capacity in which they could be of greatest service. As some teachers are more versatile than others it was agreed that, in order to make the assignment of work equitable and fair, each teacher would spend half the weekly time in actual teaching, while the other half would be allowed for preparation and organization. This made a teaching schedule of 24 hours for appointed personnel and 22 hours for evacuees.

Of the total Education staff 58% stayed to help out with the summer program while 42% took annual leave or leave without pay. The elementary school staff appears to have been less inclined to spend the summer at Manzanar as only 45% of the staff remained while 70% of the high school staff stayed through the summer. In addition to the regular appointed teaching staff and the evacuee staff of both the Education and Community Activities Sections, the summer staff was augmented by three teachers employed for the summer only. The summer program also was aided by one theological student who was here during the three summer months through the courtesy of the Board of National Missions of the Presbyterian Church of the USA. This youth was dividing his time between church work, the YMCA and the children's sports program.

In addition to the regular teaching staff, many Caucasians volunteered to teach special or regular classes during the summer. Among these temporary volunteer teachers may be mentioned the Assistant Project Director in charge of Community Management, the Superintendent of Schools, the Project Director's wife, the Project Chief Medical Officer, a visiting College Dean of Women, the High School Principal and the Community Activities Supervisor.

Activities

With the exception of some sports classes, all the activities planned and listed in the program were carried out during the summer.

The following activities were offered for the three age groups:

I. Children

Art

Construction (wood and other materials)

Crafts (flower making, clay and other materials)

Dancing (rhythms with music and tap dancing)

Library (reading club and story hour)

Music (singing, rhythm bands, music appreciation, piano and other instruments)

Scouting (Brownies and Girl Scouts)

Sewing and Knitting

Sports and Playground Activities

II. Teen Age

Academic:

Algebra

English

Latin

Mathematics

Reading

Speech

Vocational:

Auto Mechanics

Bookkeeping

Drafting

Shorthand

Typing

Recreational:

Art

Dramatics

Embroidery

Flower Making

Folk Dancing

Golf

Instrumental Music (piano, bugle and all other instruments available)

Knitting

Scouts, girls

Sewing

Social Dancing

Softball

Tennis

Wood Shop

III. Youth and Adults

Academic:

Current Events (in both English and Japanese)
English (including beginners, business, basic, intermediate and general)
History
Journalism
Mathematics
Speech

Vocational Subjects:

Auto Mechanics
Bookkeeping
Cabinet Making
Cosmetology
Library Science
Shorthand
Typing
Various club activities including YMCA, YWCA and other club indigenous to the project.

Recreation and Other Activities:

American Social Customs
Art (oil painting, water color and show card lettering)
Ballet
Brush Lettering
Cabinet Making
Dramatics (both Japanese and American)
Embroidery
Flower Making (both paper & yarn)
Folk Dancing
Golf
Knitting and Crocheting
Movies
Music (including orchestral groups, voice, piano and other instruments available)
Pattern Drafting
Personal Problems
Recreational Leadership Training
Sewing
Softball
Tennis
Textile Stenciling
Wood Carving

IV. Special Events

In addition to the regular classes, meeting one or more times a week, a number of special activities were promoted during the summer. Any section or department which had the means and inclination to promote some special camp-wide activity was encouraged to do so. The nature of these activities are discussed later in this report.

Facilities and Equipment

The activities for children were held in block 16, the block in which all elementary school classes are now centralized. The teen age classes (high school age group) met in block 7 in the regular high school barracks. Activities promoted by the Adult Education Department were held in the buildings ordinarily used for those activities, as were activities promoted through the Community Activities Section.

With the exception of golf and instrumental music, all children of elementary and high school age were furnished the equipment they needed free of charge. Golf and music students were requested to join the Community Activities Cooperative Association and pay the regular fee of 20¢ for the summer term. All equipment needed in the adult program sponsored by the CA Section was provided by the CACA and all adults participating

in any of the activities were requested to join that organization and pay the quarterly membership fee of 35¢.

Summer Activities Planning Committee

The following committee was appointed by the Assistant Project Director in charge of Community Management. It was asked to cooperate in working out a summer activities program for all age groups and interests:

Aksel G. Nielsen, Chairman	Dr. Genevieve W. Carter, Sup't. of Schools
Rollin C. Fox, High School Prin.	Clyde L. Simpson, Elementary School Prin.
Margaret D'Ille, Counselor, Comm. Welfare	Irene Gavigan, Public Health Nurse
Rev. H. Bovenkirk, Protest. Church	Joe Shikami, Blk. Managers Assembly
T. Watson Takahashi, Catholic Church	Elizabeth Moxley, Phys. Educ. Supv.
Melva Nielsen, Music Supervisor	Kazuko Suzuki, Adult Education
Dr. Obo Sakaguchi, Hospital	

Youth Council Representatives:

Chickie Hiraoka	Mary Kageyama
Yoshiko Kusunoki	Nob Murakami
Yoshikatsu Nakayama	Reggie Shikami

I. CHILDREN'S ACTIVITIES

Attendance

All children of elementary school age were required to register for at least one regular class during the summer, but the choice of activities were left with the children. With the exception of sports and playground activities, for which no registration was requested, all classes had large enrollments. The children were encouraged to participate in sports and playground activities when free from other activities. However, the participation in these outdoor activities were low, probably partly due to the lack of qualified leadership and partly because of the lack of playground facilities.

The registration in each activity was as follows:

Art	383
Construction	240
Crafts	131
Dancing	102
Music - vocal and music appreciation	108
Music - piano, bugle and other instruments (this figure includes both elementary and high school children)	112
Sewing and Knitting	185
Sports and Playground (no record of participation)	
Total	<u>1,261</u>

Staff

The teaching personnel assigned to the children's program in block #16 included 12 appointed and 12 evacuee teachers. In addition the evacuee staff in the 24-15 music hall gave part of their time to the 112 children who came for lessons twice a week. The boy's sports program was assisted by a theological student here during the summer.

Table I

Number of Staff Members and Number of Classes in Each Activity

<u>Activities</u>	<u>Staff Members</u>		<u>Classes</u>	
	<u>A.P.- Evacuee</u>		<u>Grades-No. of Sections</u>	
Art	4	1	1 & 2	6
			3 & 4	6
			5 & 6	6
			Total	18
Construction	3	2	1 & 2	3
			1 & 2 & 3	3
			3 & 4	3
			4 & 5 & 6	3
			5 & 6	3
			Total	15
Crafts	3	1	1	1
			2	1
			3 & 4	1
			5	1
			6	2
			Total	6
Dancing	1	1	1	1
			2	1
			3	1
			4	1
			5	1
			6	1
			Total	6
Music	2		1 & 2 & 3	2
			4 & 5 & 6	1
			By appointment	
Instrumental (Music Hall)	1	6	Total	3
Sewing & Knitting	2	7	1 & 2	3
			3 & 4	3
			5	1

Sewing & Knitting
(Continued)

5 & 6	1
6	<u>1</u>
Total	9

Sports & Playground
Girls

1 1

No organization according to grade and no definite class periods.

Boys

1 1
(Special)

No organization according to grade and no definite class periods.

Activities

A number of the activities offered during the summer were new to both pupils and teachers. Many of the teachers felt that this change was interesting not only for the pupils but also for the teachers.

Art. The lower grades showed more interest in art than did the upper ones. The older boys revealed a tendency to think that they were "sissies" by taking art and often used the term "wasting time" when referring to this activity. The activities offered in the art classes included water coloring, etching, finger painting, crayon drawing, drawing for stenciling, spatter work, cutting with scissors, clay work and painting of clay models. The girls seemed to prefer coloring. The art work was divided into three groups with two grades working together in each class as follows: First and second grades, third and fourth grades, and fifth and sixth grades. Each of the three classes was divided into six sections in order to accommodate all the pupils, thus making a total of 18 different art classes. Pupils could sign up for classes meeting Monday, Wednesday and Friday and thus get three one-hour lessons per week or they could take two one-hour lessons a week by coming Tuesday and Thursday.

Construction. The Monday, Wednesday and Friday classes were divided into three groups as follows: Group one, first and second grades; group two, third and fourth; group three, fifth and sixth. The Tuesday and Thursday classes were divided into only two groups; first, second and third grades in one group and fourth, fifth and sixth in another. Each group had three sections making a total of 15 different construction classes. The main problem in the construction classes was to get enough working material. Scraps of wood were used to make such things as book-ends, puzzle games, mail boxes, guns, boats, tables, scrap books, wheelbarrows, bird houses, trays, animals and birds.

Crafts. This activity was taught only three days a week. First, second and fifth grades each made up separate classes. Third and fourth grades were combined while the sixth grade was divided into two sections making a total of six different classes. Among the activities carried on in these classes may be mentioned: Wood carving, stenciling, making of clay models and painting, leather work (leather donated by Jr. Red Cross) and paper mache work. The division line between activities in these classes and those under the headings of "Art" and "Construction" ~~was~~ not clear.

Dancing. The dancing classes met twice a week. Each grade met separately except fifth and sixth which were combined. The program included simple rhythms for the small children and more complicated rhythms and dances such as Quadrilles, Polka, Schottische, Waltz and others for older children.

Music. Classes in music were offered two times a week. First, second and third grades met together in one group and fourth, fifth and sixth together in another. The latter group had to be divided into two sections. The activities included learning the words and music of songs, participation and rhythm bands, and music appreciation through the playing of records and the telling of stories and backgrounds of composers, symphonies and operas. In addition to the above classes, 112 children of elementary and high school age went to the music hall twice a week to take lessons in piano, bugle and other instruments.

Sewing and Knitting. These activities were, of course, participated in only by girls. Classes were organized as follows: First and second grades together, 3 sections; third and fourth grades together, 3 sections; fifth and sixth grades together, one section; fifth grade alone, one section; and sixth grade alone, one section. The younger pupils were taught to make bean bags, flowers, school bags for books, quilts, pan holders, bookmarks, stuffed animals and scarfs while the older children made such things as aprons, purses, belts, hats, skirts and blouses.

Sports and Playground Activities. The sports and playground activities took place in the sun on the firebreak close to the school barracks. The activities for the boys consisted mostly of softball and football. The girls activities included more playground games with dodge ball being most popular. Toward the end of the summer several table games such as checkers and others were brought out to the playground and played in the shade of the Judo building.

Library. The children's library located in the elementary school block was open to all children every morning and afternoon. In addition it was open two evenings a week for story hour. The attendance was heavy during the morning with an average attendance of 50 pupils per hour. The librarian worked out a competitive system to encourage children to read more books by organizing a reading club. Whenever a member had completed a book it was shown by posting a paper balloon under his or her name on the walls of the library. One girl read over 80 books from July 1st to August 15th. Seventy per cent of the third graders belonged to the reading club while sixth grade had the lowest enrollment although it was the largest of the six elementary classes. Some of the boys in this grade thought they were "too old" to read books. For the semi weekly story hour, first, second and third grades met together while fourth, fifth, and sixth grades met in another group.

II. TEEN AGE PROGRAM

By

Rollin C. Fox, High School Principal

The teen age program during the summer consisted of three parts as explained previously. Those activities listed below were under the supervision of the high school.

Activities for School Credit

These classes offered advanced instruction on the same basis that was given during the regular school year, both as to program, length of time, and qualitative instruction.

Academic Classes with the Class Enrollment as follows:

Drafting	4
Latin II H	10
English 12	2
Total	<u>16</u>

Vocational:

Auto Mechanics (10 Wk. Program)	11
Typing I L	41
Shorthand I L	18
Total	<u>70</u>

Remedial and Make-Up Classes

These classes permitted the students to improve the quality of their program or get a better foundation for some of the school work that is to follow. No school credit was offered in these classes.

Math 7	20
Math 8	14
Math 9	25
Elementary Algebra	24
Science	7
English 7 - 8	18
English 9 - 10	11
English 11 - 12	22
Speech 7	17
Speech 11	2
Social Studies 10	6
Social Studies 11	7
Total	<u>173</u>

Recreational

These classes were not too large because most of the students were either taking other classes or working and found little time to participate in the morning program. Many of them joined adult groups in evening

recreational classes.

Wood Shop	8
Sewing	19
Drama	15
Girls Sports	20
Total	<u>62</u>

Enrollment

The entire enrollment in the classes named above was 232. This represented about one-third of the high school students eligible to participate.

Employment

Final figures of the number of the high school students employed during the summer are not at this moment available but a preliminary check up indicates that there are about 150 in various departments of the project. Evaluation of their work by their supervisors has been requested by the school and these reports are at the present time being received.

Staff

The number of teachers engaged in the summer program was as follows:

Appointed Personnel	12
Evacuee Personnel	10
Total	<u>22</u>

Problems

Our students were very anxious to work during the summer and in many instances it was necessary for us to insist that they work only part time in order to take necessary remedial or make-up classes so that they might proceed with their school program uninterruptedly. We experienced difficulties in interesting students in the sports program, in fine arts, and in industrial arts. While we tried to interest every student in some phase of the summer program, many were full time workers and engaged in no part of the instructional or recreational program.

Recommendations

It might be desirable in another year to have more academic classes so that many students might accelerate their programs preparatory to relocation. Without doubt, we may find it desirable to offer more remedial classes for the improvement of the large part of our students in fundamental skills in a variety of subjects such as English, reading, and mathematics. It should be possible to improve the program in most respects as a result of the experiences of this summer.

III. YOUTH AND ADULT ACTIVITIES

This program remained divided into two phases as it normally is:

- A. The program promoted by the Adult Education Department
- B. The activities promoted by the Community Activities Section

As the Adult Education Supervisor resigned at the beginning of the summer program, this department was supervised by the Superintendent of schools, Dr. Carter. A report on this program was included in the Education monthly report for August. The work in that department, therefore, will not be accounted for here. The Adult activities promoted and supervised by the Community Activities Section during the summer were divided into five departments:

1. Arts and Crafts

The number of instructors employed during the month included nine evacuees on the WRA payroll and one hired by the Community Activities Cooperative Association. Their time was divided between children's activities in the morning and adult activities at night. The adult Arts and Crafts activities, number of students and number of teachers were as follows:

<u>Hall</u>	<u>Activity</u>	<u>No. of Teachers</u>	<u>*No. of Students in Evening Classes</u>
	Director of Arts & Crafts	1	
16-7	Sewing	4	162
26-15	Japanese Lettering	**1	135
14-7	Stencil Craft	1	61
14-20	Knitting, Crocheting & Cloth Flowers	1	49
18-20	Embroidery	1	48
4-15	Woodcraft	1	32
12-15	Painting	1	15
Total		11	Total 502

All members of the above classes were required to join the CACA and pay the regular dues of 35¢ for the three months term. Material needed for class work was furnished through that organization.

2. Music

The Music Department for adults is divided into two sections:

- a. American music in building 24-15
- b. Japanese music in building 28-15

*The total number of students shown for this month is much lower than that in any previous month. This is due to the cancelling of day classes for adults. Only the evening classes are counted here.

**Hired by the CACA.

In addition to the concert orchestra, swing orchestra, mandolin-guitar club and folk dancing orchestra, 230 students (including children as well as adults) took lessons in piano and other instruments during the summer term. A little over 40 adults joined the CACA to take lessons in Japanese music. With the exception of a Caucasian volunteer orchestra conductor, all the work in music was carried on by evacuees.

The staff in 24-15 music hall consists of the following:

Director & Manager	- 1
Clerk	- 1
Accompanist	- 1
Piano	- 2
Violin	- 1
Voice	- 1
Orchestral instruments	- 1
Band instruments	- 1
Total	9

No teachers are hired to teach Japanese music.

Number of pupils (adults and children):

Piano	- 139
Violin	- 23
Voice	- 20
Bugle	- 20
Saxophone & Clarinet	- 14
Mandolin-Guitar	- 7
Trumpet	- 4
Trombone	- 3
Total	230

3. Clubs, Entertainment, Social and Other Activities

The regular activities promoted for adults through this department were: Social dancing, folk dancing, Japanese drama, goh and shogi, clubs and club activities. This department also was responsible for promoting or assisting with the promotion of most special events. The department operates two public address systems (one owned by the WRA and the other by the CACA). It helps in the promotion of all special activities, outdoors or indoors, for which the public address systems are needed. At present, fifteen clubs are registered with this department. These clubs are in addition to the clubs registered under the YWCA and the Education Department.

The staff consists of the following:

Coordinator and Head	-	1
Entertainment	-	1
Japanese Entertainment	-	1
Public Address and		
Maintenance	-	2
Goh and Shogi	-	1
Goh and Shogi	-	<u>1**</u>
Total		7

4. Sports

This department was handicapped by the lack of trained leadership. The attendance was small due to the relocation of most of the young people. Two girls' softball leagues were run off during the summer but not enough young men were available to organize a men's league. Outside of girls' baseball, tennis and golf were the two most popular sport activities during the summer.

The sports staff during the summer included the following:

Director	-	1
Golf	-	2
Golf	-	<u>1**</u>
Tennis & Playground	-	2
Girls Sports	-	2
Softball and		
Maintenance	-	<u>2</u>
Total		10

5. Victory Gardening

About fourteen acres of Victory gardens were cultivated during the summer. Two or three acres were worked by the Adult Education Department. With the exception of half an acre used by the CACA for production of flowers and vegetables offered for sale through the Cooperative Enterprises, the rest of the land was parcelled out to members of the CACA through the CA section. Almost 300 families joined the Victory Garden Association and were allowed a 30 x 50 foot plot. Some, however, shared their plots with one or two others making the number of gardeners higher than the number mentioned above.

The staff members included:

On WRA payroll	3
Paid by CACA	<u>2</u>
Total	5

**Hired by the CACA.

IV. SPECIAL EVENTS

The largest special event during the summer was a very successful two-day Carnival, July 1st and 2nd. The attendance was estimated at over 4,000 either day. The Carnival opened at 6:00 pm, Saturday and closed at 11:00 and reopened Sunday afternoon at 3:00 pm and remained open till 10:30 pm. Thirty concessions offered an assortment of soft drinks and food such as hot dogs, tamales, frijoles, and tortillas and various games of skill. No games of chance were permitted on request of Town Hall. During both evenings continuous free entertainment was presented on the outdoor stage located at the Carnival grounds.

During the last week of the summer program a large picnic was held for all elementary school children. Although participation was voluntary, 350 children took part in this event which was held at picnic ground #2, one and a half miles south of the center. Although the children went as a group, each teacher was requested to help supervise a certain grade.

During the last week of the summer session samples of the children's work was exhibited in the museum, 8-15. The exhibit lasted for a week and was visited by hundreds of residents who appreciated the opportunity to see what their children had learned to do during the summer.

The week of August 7 was denoted as "Think of Your Future" week. Monday night of that week all departments were requested to set up an information booth in the new auditorium and to be ready to answer vocational questions pertaining to their field. Signs and pictures on the walls denoted the information which could be had at each of the tables. Later during the evening the crowd, consisting of several hundred people, were entertained with vocational movies. Tuesday was called "Issei Night" and was devoted to discussion by Issei on relocation problems. Wednesday evening was the regular Panel Discussion night with "The Farmer and the Future in the United States" on the schedule. Thursday night was "Youth Night." The program opened with a skit followed by a talk by the Project Director. Next every one was asked to join a grand march after which the evening was spent in social dancing. Free punch and cookies were served.

Among other special programs or activities may be mentioned the weekly panel discussions, the recorded "Symphony Under the Stars" every Sunday night and the children's movies, in addition to the regular movies shown free twice a week by the Consumers Enterprises. At the end of the summer activities program, the Protestant church conducted a two weeks summer school. The Catholic church offered a similar summer school during the first two weeks of the regular summer activities program.

A Sunday afternoon Memorial Service was held for the first Manzanar casualty on ^{the} Italian front. The Service was held in the new community auditorium and was attended by approximately 800 people. During the week-end of August 12 and 13, the Buddhist church sponsored a successful Obon Festival. The festival was held outdoors between blocks #16 and 17 on what is now known as the fair grounds.

Among other large public activities may be mentioned: A Jorori concert sponsored by the CA Social Department, a Summer Nocturne promoted by the Yagores and a Midsummer's Dream dance sponsored by the Funster's club. Two army induction meetings also took place during the summer. An afternoon tea was given for all the teachers on the occasion of a visit by Dr. Beatty, Director of Education, Indian Service.

CONCLUSION

A complete "merger" of personnel and facilities on a temporary basis is not easily achieved. Past ties and lines of authority and responsibility still prevail. Employees and material "belong" to a certain department or section and the personnel are inclined to think in terms of "loyalty" or "credit" to their field or department. Nevertheless, the summer activities program showed a high degree of integration and may be termed very successful.

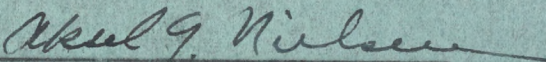
Although many of the regular school teachers felt that they needed a vacation in order to be fresh for their duties in the fall, the majority stayed to help with the summer activities program. The Education staff members who remained and the Community Activities teachers and leaders were pooled and assigned to activities classes according to ability and need. This pooling not only insured a better and complete program but worked to the mutual advantage of both appointed and evacuee staffs. The evacuee teachers and leaders with some exceptions had had no regular teacher training. By working with the regular teachers, the evacuees had the opportunity to observe modern teaching techniques and methods of handling large groups of children. The regular teachers, on the other hand, were exposed to the new experience of maintaining interest and attendance without the aid of grades, credit or compulsory attendance.

Before the beginning of the program some pupils, and teachers, too, had felt that no organized activities should be offered during vacation time. This idea probably stems from the erroneous conception that a vacation is synonymous with idleness. With normal camping and outing opportunities lacking at Manzanar, the need for organized activities under good leadership was very urgent.

The enthusiasm and ingenuity shown in most of the activities classes were evidences of the success of the program. In no case was there any sign of children attending classes because they had to. As mentioned previously, most classes were filled to capacity and the children were always on time and eagerly attending each successive class during the day. While part of the reason for this enthusiasm probably lies with the fact that most of the activities were new or "fresh" to the children, much of the credit must go to the teachers who showed a contagious enthusiasm and interest quickly caught by the pupils. The teachers, both appointed and evacuee, also proved to be adaptative leaders by quick adjustment to what were for many, entirely new activities. Many interesting samples of ingenious leadership was displayed in the classrooms.

The success of the adult program was evident by the faithful attendance of hundreds of residents on the hot nights and by their willingness to pay the regular CACA fee of 35¢ for each class attended.

At the end of the summer term the general feeling is that our summer program was highly successful and that it afforded enjoyment and benefit to all evacuee residents of Manzanar.


Aksel G. Nielsen, Chairman,
Summer Activities Planning Committee

AGN/rm

MANZANAR SUMMER SCHOOLS

During the six weeks interim between the spring and fall term, the high school will sponsor a summer school of double period classes to offer an opportunity for the mid-year classes to accelerate one-half year and catch up with the higher grade level. Those who do not wish to attend the summer school will be asked to repeat this half year term.

The elementary summer school will offer two types of programs. One schedule will be planned to give children who need additional work, particularly in English, an opportunity to catch up with the grade level for their age. Another schedule will be offered in music, arts, crafts, drama, and special hobbies as part of an enriched curriculum for those children who are well advanced for their age.

The Community Activities Department under direction of Mr. Aksel Nielsen will offer a vacation school program with the assistance of teachers who are not occupied with the regular school sessions.

MANZANAR SECONDARY SCHOOL
Manzanar, California

May 24, 1944

TO: ALL HIGH SCHOOL STUDENTS GRADES 9-12 ONLY AND OUT OF SCHOOL YOUNG PEOPLE
SUBJECT: SUMMER PROGRAM

The high school is cooperating with other sections on the project in trying to offer a summer program (for the period between the close of school in June and its opening in September) of such a nature that all students will find something of interest and value to them.

We wish to find out what activity our students would like to have before we can set up a program. Every student should make a choice and take part in the program if he will be at Manzanar.

The program will be divided into several parts.

1. Project work full time, for those who can qualify, at project rate of pay. (Such students may take evening courses)
2. Project work part time and other activity part time.
3. Classes for high school credit, and make up classes, and classes carrying no credit.
4. Recreation and leisure time activities.
5. Anything else that is worthwhile for which there is a call.

PERSONAL DATA

Last Name Nata First Name Miguel Address 22-4-4 Age 15 Yr. In School 10

What occupation have you selected as your life time work? _____

If you plan to continue your education beyond high school, what course have you selected?

<input type="checkbox"/> General	<input type="checkbox"/> Law
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Nursing
<input type="checkbox"/> Engineering	<input type="checkbox"/> Scientific
<input type="checkbox"/> Name any other _____	<input type="checkbox"/> Trade School
	(Name Trade)

What college or school have you in mind? _____

Do you plan to relocate? No When? _____

Would you like to go out with your parents' consent this summer on seasonal leave?
Where? _____
(You must be _____ old)

☐ To work (Agriculture)
☐ Other _____

You may select more than 1 activity - as many as you have time for.

Will you put a (1) before those items that are your first choice, a (2) before those that are your second choice, and a (3) before those that are your third choice. With this information we shall try to develop a program such as students desire.

I For High School Credit

- A. Auto Mechanics (Half day program-present seniors only)
B. English

☐ Grammar and fundamentals for those who are short of credit (also open to others without credit)
☐ Oral English (Improvement in use of oral English)
☐ Reading (To improve rate and understanding)
☐ Speech (Study of technique of speaking before others)

C. Drafting

☐ Beginning (Probably no credit)
☐ Advanced (How much have you had) _____

D. Shop

_____ Beginning (no credit)
_____ Advanced (How much have you had) _____

E. Shorthand

(1) _____ Beginning
_____ Advanced (How many years have you had) _____

F. Typing

(1) _____ Beginning
_____ Advanced (How many years have you had) _____

G. Bookkeeping

(2) _____ Beginning
_____ Advanced (How many years have you had) _____

H. Agriculture

_____ Gardening
_____ Animal husbandry
_____ Other _____

II High School Make Up Classes

(These will be for the purpose of giving students an opportunity to make up failures, raise their previous grade, and get a better understanding of the work.)

A. English (give year) _____
B. Oral English (give year) _____
C. Mathematics (name subject) _____
D. Reading (give year) _____
E. Shorthand (give year) _____
F. Typing (give year) _____
G. Name any other _____
_____ year _____
_____ year _____

III RECREATIONAL

A. Mixed Groups (Male and Female) No school credit - write in choices not listed.

1. Regular Activities (Daily or a certain number of times a week! All participants to be registered).

- | | | |
|--|--|------------------------|
| a. Arts | b. Crafts | c. Dancing and Rhythms |
| _____ Drawing | _____ Model Making | _____ Ballet |
| _____ Painting | _____ Weaving | _____ Ballroom dancing |
| _____ _____ | _____ _____ | _____ Folk dancing |
| _____ _____ | _____ _____ | _____ _____ |
| d. Drama | e. Games | f. Gardening |
| _____ Acting | _____ Activity games | _____ _____ |
| _____ Make-up | _____ of low organiza- | _____ (Name Kind) |
| _____ Microphone tech- | _____ tion | |
| _____ nique | _____ Singing | g. Animals |
| _____ Stage production | _____ _____ | _____ (Name Kind) |
| h. _____ Jr. Red Cross | i. Leadership | |
| _____ Activities | _____ Leading community singing | |
| j. Music | _____ Parliamentary law and conducting of meet- | |
| _____ Appreciation-music | _____ ings | |
| _____ hour | _____ Planning and organization of parties | |
| _____ Instrumental | _____ _____ | |
| _____ (Name Instrument) | | |
| _____ Piano | | |
| _____ Vocal and glee club | | |
| k. _____ Relocation Course (What I need to know to get along when I relocate). | | |
| l. _____ Social Science Workshop | m. _____ Story Telling | |
| n. Typing (If school credit is desired fill in Section I) | | |
| _____ Beginners | _____ Advanced (How many years have you had _____) | |
| o. _____ Writers Workshop | p. Others - Name Choices | |

2. Occasional Activities

- | | | |
|--|-------------------------|--------------------------------|
| a. _____ Club Activities | _____ Name Kind of Club | b. _____ Fall Fair |
| c. _____ Hikes | d. _____ Nature Study | |
| f. _____ Picnics | | e. _____ Outdoor Band and Or- |
| | | chestra Concerts |
| g. _____ Planning and staging of dances or | | h. _____ Recorded Outdoor Con- |
| parties | | certs |
| i. _____ Salvage Collections | | j. _____ Spring Carnival |
| k. _____ Others | | |
| _____ _____ | | |

B. Boys' Only Activities - No School Credit

1. Regular Activities (Daily or a certain number of days a week. All participants to be registered.)

- | | |
|--|-----------------------|
| a. American Customs and Traditions | |
| _____ Boy and girl relationships, etiquette, social letter writing, social | |
| manners - what to do at social affairs, table manners, practice in | |
| party behaving, dress - what to wear, etc. | |
| b. Crafts | c. Scouting |
| _____ Model Construction | _____ Cubs |
| _____ Woodwork | _____ Scout troops |
| _____ Drafting (if for credit see Section I) | _____ _____ |
| d. Sports (both coaching and organized competition) | |
| _____ Badminton | _____ Softball |
| _____ Baseball | _____ Tennis |
| _____ Basketball | _____ Track and Field |
| _____ Golf | _____ Volleyball |
| _____ Horseshoes | _____ _____ |
| _____ Soccerball | _____ _____ |
| e. _____ Y.M.C.A. Activities | f. Others _____ |

2. Occasional Activities

- | | |
|--------------------------|----------------------------|
| a. _____ Club Activities | b. _____ Hikes |
| c. _____ Picnics | d. _____ Overnight camping |
| e. _____ Others | _____ within area |
| _____ _____ | |

C. Girls' Only Activities - No School Credit

1. Regular Activities (Daily or a certain number of days a week. All participants to be registered.)

a. American Customs and Tradition

_____ Boy and girl relationship, etiquette, social manners, table manners, practice in keeping conversation going (small talk), first aid to wallflowers.

b. Crafts

_____ Cooking
_____ Crocheting
_____ Decorating for Parties
_____ Doll Making
_____ Embroidering
_____ Flowermaking
_____ Knitting
_____ Sewing
_____ Stenciling
_____ Weaving

c. Dancing

_____ Tap Dancing
_____ Social Dancing
_____ Folk Dancing
_____ Others

d. Scouting

_____ Brownies
_____ Scout Troops

e. Sports

_____ Badminton
_____ Basketball
_____ Golf
_____ Softball
_____ Speedball
_____ Tennis
_____ Volleyball
_____ Others

f. _____ Y.W.C.A. Activities

g. _____ Others

2. Occasional Activities

a. _____ Club Activities

c. _____ Picnics

_____ Others

b. _____ Hikes

d. _____ Overnight camping within area

IV Will you please write here any comments, suggestions, or anything else that you would like to see done or planned for the summer program.

V Vocational Training (Senior High School Only)

A. With Pay, and school credit (if approved by High School)

1. As \$12 per month apprentice (full time worker) - Do not select this unless you can follow it up with more training or with work in that area.

- ☐ A. Beauty School (Cosmetology)
- ☐ B. Office Practice (assigned to a business office)
- ☐ C. Garment Factory
- ☐ D. Hospital
- ☐ E. Libraries
- ☐ F. Public Works in simple carpentry and painting.
- ☐ G. Woodwork
- ☐ H. Others (Name them)

2. Possible \$12 per month pay and credit (full time worker) - Do not select this unless you can follow it up with more training or with work in that area

- ☐ A. Farm Machinery
- ☐ B. Industrial (in any of the industries at Manzanar)
- ☐ C. Shoe repair
- ☐ D. Wathh repair
- ☐ E. Others (name them)

3. Full time or part time work \$16 per month. School credit is possible for only certain jobs which give definite training opportunities (under school supervisor)

- | | |
|--|--|
| <input type="checkbox"/> A. Agriculture | <input type="checkbox"/> C. Industries |
| <input type="checkbox"/> B. Auto Mechanics | <input type="checkbox"/> D. Office |
| <input type="checkbox"/> E. Others (Name them) | |

Beauty School

- B. School credit, but no pay (See Section I)