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67/14  
c



Oct. 1942

## ELEMENTARY SCHOOL PROGRAM

The school program at Manzanar is intended to be basically an activity program. We intended there shall be definite grade levels established in the English, Reading, Arithmetic, Spelling skills. The balance of the program will be the most free activity type that we can carry on, within the limitations of our buildings and materials.

Each teacher, besides doing a full day of teaching, will be expected to serve on curriculum development committee which will work by primary and intermediate blocks by grades and by subject fields as the necessity may arise. If the teacher shows enough strength in the classroom teaching her work may be used for observation by the beginning student teacher group.

The work week during war emergency is 44 hours. After the dismissal of school in the afternoon we plan a short period to relax and then proceed with curriculum work. Forty-four hours also includes, quite often, service on Saturday mornings. Should a teacher wish a week-end away from the camp, it will often be possible to have them serve to purchase supplies in larger cities. This would occur once each five or six weeks.

School children will attend school 180 days per year and receive the normal vacations. During these vacations teachers would only receive the federal holidays. The rest of the vacation days would be spent in craft, hobby and recreational activities according to the interest and talents of the teacher. Such service would also fill up the year to the extent of eleven months service, giving one month of vacation in the summer.

The close cooperation with the State Department of Education during the first year and an operative branch of it in the second year for professional opportunities are great.

The salary is \$1620 per year, pay checks arriving twice each month beginning about October 1. Five per-cent of each check is held back as a payment into the Civil Service Retirement Fund. Upon resignation, or termination of the position this retirement contribution is repaid as a lump sum.

### Note:

This is a word by word copy of a report written by Mr. Marshall Miller, Principal of Elementary Schools. The facts presented may have changed since the time this report was written.

P.H.K.



Primary Schools (spot checks)  
November 20, 1942  
Morning classes

*Carter*  
*Adams*

#20-15

This class was visited about 10:35 a.m. The nursery children were drinking their milk. The other children were playing inside the barrack or outside on the grounds. The outside activities were not guided, so the children did as they pleased. They were playing marbles, hopping around, or else talking in little groups. After the recess was over, the boys and the girls lined up in separate lines and then slowly filed into the room. Immediately after entering the room, practically all of the children rested their heads on their arms. The rest of the students followed suit. After a short interval, certain assigned monitors distributed half-pint cartons of milk and drinking straws. The children were anxious to get served first, but everything was under splendid control despite the distractions of the other classes in the rest of the room.

#31-15

The classes were terrifically crowded, but they were conducted in an extremely orderly fashion. A couple of blackboards served as a partition between classes. Hangers were already provided for the children's sweaters and coats. The students were working on a little notebooks. In another section of the same barrack, the children had just finished the drinking of milk and were beginning to learn how to write something. In order to quiet the children, a teacher rang a little bell. It was hard to hear anything because of the noise, but the teachers maintained remarkable discipline despite all the racket. The time was about 10:55 a.m.

#30-15

At this school, there was a nursery engaged in a story telling time with the class separated into three groups. Each group had a student teacher in charge. The children showed interest in the story and in the pictures and models which were displayed. Blackboards served as a partition to separate one class from another. There were four mothers sitting around the stove watching the progress of the class and knitting at the same time. One group of children was singing songs to supplement the story which was being read. Another group (fourth or fifth grade) was outdoors for a recess period. A few of the girls were playing jump-rope and some of the boys were playing marbles and ball. The room itself had folding chairs, text-books, a piano, clothes' hooks on the wall, and attractive pictures on the sides of the room.



#23-15

At this school, the children were drinking their milk. There was a blackboard partition between classes. The order here was fairly good. There is great discussion here about the use of the ironing room for a classroom. The only thing holding up the transference was the fact that there was a necessity for flooring and walls. The volunteer labor was already set up and the building was all set to receive the plasterboard walls. The only thing holding up the works was the lack of materials both for the floor and for the walls. The stove is already in.



TO: Dr. Carter

FROM: Clyde L. Simpson

SUBJECT: Major Developments and organization in the Elementary Department October 1--December 31, 1942.

I. Physical Improvements

- a. Linoleum on all floors.
- b. Plaster board in all buildings.
- c. Partitions between classrooms.
- d. Stoves placed in all classrooms.
- e. Tables placed in all classrooms.
- f. Chairs for all pupils.
- g. Blackboards in all classrooms.
- h. Book cases in all classrooms.
- i. Each classroom has outside door and stairs.

II. Personnel Changes and Additions

- a. Change Principal (Simpson for Miller)
- b. Addition P. E. Supervisor. (Moxley)
- c. Additions--Five Teachers (Beckwith, Thomas, Sandridge, McGavern, Cox) *attwood*
- d. Resignations--Three Teachers (Baird, Emus, Price) *Miller*
- e. Present Teaching Staff (January 1, 1943)
  - 15 Caucasian Teachers
  - 10 Student Teachers. (Japanese)
  - 7 Kindergarten Teachers (Japanese)
  - 20 Nursery School Teachers (Japanese)
  - 1 Principal
  - 1 Vice-Principal
  - 2 Supervisors

III. Organization Changes

- a. Student teaching located in two buildings instead of three.
- b. Six classrooms including grades 1 to 6 assigned to teacher training program.
- c. Miss Gratch assigned to half time kindergarten supervision.
- d. Nursery schools and kindergartens consolidated in buildings where they will not interfere with elementary school activities.

IV.

Inservice Training and Supervision.

- a. Group teachers' meetings organized to study Manzanar problems and form a curriculum.
- b. Teachers' helps organized and distributed from the office.
- c. Individual conferences with teachers on teaching problems.

V. Books and Supplies

- a. Adequate text books available.
- b. 1500 Supplementary books available.
- c. Supplies of all types are not available.

VI. Attitudes

- a. Increasingly better pupil attitude.
- b. Better teacher morale.



## QUARTERLY REPORT

Major Developments and Organization in the Elementary Department..  
.....January 1st to March 1, 1943.....

### I. INTRODUCTION:

During this quarter the appointed teaching personnel has been increased from a skeleton staff of fifteen teachers to a full staff of thirty-three. As a result, the nursery schools and kindergartens now have experienced supervisors. Each elementary classroom has an appointed teacher and the student teachers have been relieved of full time responsibilities in their classrooms. Special classes have been organized for crippled children and pupils who have reading and language difficulties. All classrooms are furnished with adequate furniture and equipment. Standard school supplies and books are available in quantities necessary to conduct a good practical progressive program.

### II. PHYSICAL IMPROVEMENTS:

Ironing room #23 is now being prepared for a special transition class. It is lined with plasterboard and is to be painted. Linoleum is being laid, and the walls painted in a room in the hospital for an opportunity classroom for crippled children. Play areas for each nursery center are fenced off from other play areas. Building 1-14 has been equipped with furniture and is now used as a teacher's work and meeting room. The elementary department is in critical need of more building space for classrooms.

### III. SUPPLIES AND EQUIPMENT:

All elementary classrooms are now well furnished with tables, chairs, blackboards, stoves, bookcases, bulletin boards, and maps. Standard school supplies, playground equipment, and books of all types are available in sufficient quantity to conduct a normal program.

Playground equipment and books for nursery and kindergarten groups are not yet available in sufficient quantities. However, orders have been placed and deliveries are assured in the near future. Three electric phonographs with records have been purchased by the local P.T.A. and are in constant use by all school groups. The P. T. A. also contributed \$50.00 for tools which have been purchased and are in use in the elementary schools.



#### IV. PERSONNEL

##### A. PRESENT ELEMENTARY DEPARTMENT PERSONNEL...

1. Principal.....Simpson
  2. Assistant Principal.....Hosford
  3. Physical Education Supervisor...Moxley
  4. Music Supervisor.....Nielsen
  5. Nursery School Supervisor.....Schauland
  6. Kindergarten Supervisor .....Gratch
  7. Special Opportunity Room Teacher.Thomas
  8. Special Transition Room Teacher..Humpage
  9. Supervisor of Student Teachers...Fairman
  10. Appointed Teachers.....Twenty-five (25)
  11. Student Teachers (Japanese) ....Ten (10)
  12. Kindergarten Teachers (Japanese).Six (6)
  13. Nursery Teachers (Japanese) .....Twenty-two (22)
  14. Custodians (Japanese).....Twelve (12)
  15. Secretaries and Clerks (Japanese).Three (3)
- ..

##### B. PERSONNEL ADDITIONS--January 1 to March 31, 1943.....

1. Music Supervisor..... Nielsen
2. Nursery School Supervisor.....Schauland
3. Special Transition Room Teacher.Humpage
4. Appointed teachers.....Fourteen (14)  
Williams, Hines, Rasmus, Dombrowski,  
Anderson, Cramer, Ingalls, Shoaf,  
Hooper, Backhoff, Kincaid, Harrison,  
Cox, Bailey.
5. Nursery Teachers (Japanese).....Five (5)  
Masako Uno, Kay Nishi, Yukiye Teshiba,  
Edith Wakamoto, Mary Ikeda.
6. Secretaries and Clerks (Japanese).Two (2)  
Nobu Tanaka, Hideko Tokunaga

##### C. RESIGNATIONS:

1. Appointed Teachers..... One (1)  
Ferguson
2. Nursery Teachers (Japanese).... Three (3)  
Mary Takemura  
Hiede Kunitomi  
Miwako Aramaki
3. Secretaries and clerks (Japanese).Two (2)  
Lillian Bannai  
Alice Hirata



## V. CURRICULUM ORIENTATION:

Miss Schauland, the nursery school supervisor, has organized the nursery teachers into one unified group who are not only developing a program of high standards, but also attending lectures and meetings to improve themselves. Meetings with parents of nursery age children are conducted regularly to enlist parent aid and understanding of the program. Nursery teachers who attend the nursery teacher courses and lectures will be given a certificate of accomplishment.

Kindergartens are progressing as usual under the capable guidance of Miss Gratch and a very well-trained staff of teachers.

With a full teaching staff and well-furnished classrooms, the Elementary teachers and pupils have made a great stride in building school morale. Through the aid of teachers' meetings, discussion groups, and personal supervision, a uniform progressive program is developing. Mrs. Nielsen's work in music has created needed interest in music and has resulted in a much improved music program. Weekly meetings with teachers on methods of teaching music has been of great value.

The publication of a school newspaper has created an improved attitude toward written English and has helped mold the children of the twelve Elementary schools into one school group with a common understanding and purpose.

The formation of special classes will give children with special difficulties an opportunity to become better oriented and eventually become a part of society.

*Clyde L. Simpson*  
Clyde L. Simpson, Principal  
Elementary Schools



IMPORTANT

Form 376 Rev. A

EDUCATION DEPARTMENT  
Community Services Division  
Manzanar, California

Dr. Genevieve W. Carter  
Superintendent of Education

Dr. Velma E. Woods  
Clerk of the Education Dept.

INTERDEPARTMENTAL COMMUNICATIONS

Memo to: Simpson

Date: March 24, 1943

From: Dr Carter

Subject: Quarterly Report

We are again asked for a quarterly report covering the months January 1 through March. Could the report be divided into the following:

Introduction  
Physical Improvements  
Supplies & Equipment  
Personnel  
Curriculum Orientation

This report should be in my office by Saturday morning  
March 27, 1943

Genevieve W. Carter  
Sup't. of Education *ht*



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- b. Better teacher morale.



*M. Simpson :*

March 24, 1943

Grade school teachers are to be congratulated on their fine work for the Pageant. The musical numbers and dances were well done. The costumes looked lovely and the behavior of the children was such as to allow a smooth performance. Please accept my personal thanks for your cooperation and efforts.

My schedule of visits to buildings will be as follows: (In the event of conflict with the testing program, the grade s tested will be omitted, allowing my schedule to remain for the other grades of the building).

|        |           |       |
|--------|-----------|-------|
| Tues.  | March 30, | 5-15  |
|        |           | 11-15 |
| Wed.   | " 31,     | 3-15  |
|        |           | 9-15  |
| Thurs. | April 1,  | 17-15 |
| Fri.   | " 2,      | 23-15 |
| Tues.  | " 5,      | 21-15 |
| Wed.   | " 6,      | 31-15 |
|        |           | 32-15 |
| Thurs. | " 7,      | 20-15 |
| Fri.   | " 8,      | 30-15 |

Teachers' meetings will be as follows:

- A. Monday, March 29, 3:45 P.M. at 1-14  
All 3, 4, 5, 6, grade music teachers:
  1. You will be given score paper, and material for dictation and written lessons for your pupils. (with explanations).
  2. We will discuss the selection of pupils for the all-city singers.
- B. Monday, April 5, 3:45 P.M. at 1-14.  
All kindergarten, First and Second grade music teachers;
  1. Explanation will be made of all the source material which will then be in 1-14.
  2. Demonstration of home-made rhythm instruments.
- C. The Thursday afternoon methods class and the Monday afternoon. (2:00 P.M.) class have been united and meet in 1-14 from 10:00 to 11:30 A.M. on Saturdays.  
Nursery teachers, Kindergarten teachers, Student teachers and interested grade school teachers are invited to attend. The course of study will include.
  1. Fundamentals of music notation.
  2. The child voice. Vowels, consonants and phoenetic sounds. Song diction. Breathing.
  3. Rote songs.
  4. Rhythmic discrimination
  5. Ear training
  6. Creative music
  7. Presenting music notation
  8. Part songs
  9. Instruments of orchestra and band
  10. Listening lessons (recorded)
  11. Objectives and philosophies of music education.
  12. Music materials.

All teachers and especially new teachers and those whose programs were slighted during the preparation of the pageant will be welcomed by Mrs. Nielsen for conferences in the Elem. office after school hours.

*Sincerely,*  
*Melva Nielsen*

*P.S. You are very much at its service with or for!  
M.N. Thanks for all the help.*



## QUARTERLY REPORT

### Major Developments and Organization in the Elementary Department

...April 1st to July 1, 1943...

#### I. INTRODUCTION:

During this quarter the nursery, kindergarten and elementary schools, have for the first time, operated with adequate equipment, sufficient supplies and books, a full teaching staff, good weather, and no interruption of classes. Definite progress has been made in developing a unified understanding, among the teachers, of the aims and objectives desired in a practical progressive school program. Better working conditions and a more clear-cut interpretation of the total school program have boosted the teachers' morale to the point where it is reflected not only in classroom procedure, but in the interest and enthusiasm of the pupils in their school. A definite policy governing the working hours for teachers has contributed greatly in building a better understanding between teachers and administrators and also between the education department and other project departments.

#### II. PHYSICAL IMPROVEMENTS:

The work on Ironing room 23 and Ward six at the hospital is complete and the special classes have been in session for ten weeks. The fences separating the nursery and kindergarten play areas from the elementary playgrounds are all complete. Sand boxes have been installed at all nurseries and kindergartens. The parents of each center are hauling sand for the sand boxes and the play areas that are not planted in lawn. Through the combined cooperation of the Education Department, parents and teachers of the nursery schools and kindergartens, the 9-15, 17-15, 30-15, 32-15, and 1-14 centers have been decorated with attractive colors. Although the crowded classroom conditions have been somewhat relieved by the relocation of many children, there is still a critical need for larger classrooms.

#### III. SUPPLIES AND EQUIPMENT:

All nursery, kindergarten and elementary classrooms are well-provided with tables, chairs, bookcases, supply cabinets, and playground equipment. School supplies, books, and maps are available in sufficient quantity for the first time.

#### IV. PERSONNEL:

##### A. Present Elementary Personnel

- |                        |                    |
|------------------------|--------------------|
| 1. Principal           | - Clyde L. Simpson |
| 2. Assistant Principal | - Lois D. Hosford  |
| 3. Music Supervisor    | - Melva H. Nielsen |



Personnel (continued)

|     |                                 |   |                   |
|-----|---------------------------------|---|-------------------|
| 4.  | Nursery School Supervisor       | - | Mary A. Schauland |
| 5.  | Kindergarten                    | - | Libby Gratch      |
| 6.  | Opportunity Room Teacher        | - | Eleanor Thomas    |
| 7.  | Appointed Teachers              | - | Twenty-four (24)  |
| 8.  | Student Teachers (Evacuee)      | - | Eight (8)         |
| 9.  | Kindergarten Teachers (Evacuee) | - | Seven (7)         |
| 10. | Nursery Teachers (Evacuee)      | - | Seventeen (17)    |
| 11. | Custodian (Evacuee)             | - | Twelve (12)       |
| 12. | Secretaries and Clerks          | - | Three (3)         |

B. Personnel Additions - April 1 to July 1, 1943

|    |                                 |   |           |
|----|---------------------------------|---|-----------|
| 1. | Nursery Teachers (Evacuee)      | - | Six (6)   |
|    | Kinoshita                       |   |           |
|    | Kakoi                           |   |           |
|    | Wakahiro                        |   |           |
|    | Sakai                           |   |           |
|    | Hayashida                       |   |           |
|    | Uno                             |   |           |
| 2. | Kindergarten Teachers (Evacuee) | - | Three (3) |
|    | Arita                           |   |           |
|    | Nagashima                       |   |           |
|    | Ishida                          |   |           |
| 3. | Secretaries and Clerk Evacuee   | - | Three (3) |
|    | Hori                            |   |           |
|    | Hisamune                        |   |           |
|    | Nakata                          |   |           |

C. Resignations:

|    |                        |   |           |
|----|------------------------|---|-----------|
| 1. | Appointed Teacher      | - | Two (2)   |
|    | Humpage                |   |           |
|    | Jones                  |   |           |
| 2. | Kindergarten (Evacuee) | - | Three (3) |
|    | Kudo                   |   |           |
|    | Kaji                   |   |           |
|    | Okazaki                |   |           |
| 3. | Nursery (Evacuee)      | - | Six (6)   |
|    | Kinoshita              |   |           |
|    | Wakahiro               |   |           |
|    | Aoyama                 |   |           |
|    | Teshiba                |   |           |
|    | Ikeda                  |   |           |
|    | Ikemura                |   |           |



Resignations...(continued)

4. Secretaries and Clerks (Evacuee)- Three (3)  
Tokunaga  
Hisamune  
Nakata

D. Resigned Effective June 30, 1943

1. Appointed Personnel - Five (5)  
Hosford  
Harding  
MacFarland  
Backhoff  
Beekman

E. Transfer to High School - June 30, 1943

1. Appointed Personnel - One (1)  
Kincaid

V. CURRICULUM ORIENTATION:

The Nursery Schools have been vastly improved during the past quarter. The evacuee teachers are continuing to show an interest in improving themselves as nursery teachers by 100% attendance at the weekly lectures conducted by Miss Schauland. Their center activities and procedures show that they are gaining in understanding, technique and interest in pre-school teaching. There have been a number of resignations among the nursery teachers who were unwilling to work a full day or make changes that seemed necessary to improve the total nursery program. Most resignations have been necessary in order to build a staff of teachers who were willing to sacrifice personal ideas for an acceptable working plan. The pre-school PTA is sponsoring, and attending very faithfully, a series of lectures dealing with children of pre-school age.

The kindergarten section has continued to be the best organized and least troublesome section of the elementary schools. Miss Gratch has built a confidence in her teachers which has made it possible for her to develop a very good kindergarten program even through the teachers were untrained. The weekly staff meetings have been the finest example of democratic cooperation, where the supervisor and teachers exchange ideas and work out difficulties together. The teachers have developed to the point where they are ready to start more complete and detailed units of work on the home and farm.



The elementary teachers have made a big improvement in developing a unified program for the school system. Interesting and valuable units of work have been carried on in most of the classrooms. There is considerable room for improvement in integrating the total program with the social studies units. However, key teachers are finding considerable success and are helping to sell the idea to the more formal teachers. The morale of the elementary teachers is high and as a result, they are very enthusiastic and cooperative in trying to improve their classroom techniques and procedures.

The school newspaper and a very successful intra-mural sports program has helped improve the pupil morale to the point where discipline problems have almost entirely disappeared. Even though the schools are widely separated, a classroom and school spirit has developed far beyond expectations.

The special class for handicapped children is developing into a project which is of great value to the community. The enrollment has grown from eight to sixteen pupils and with the present interest more and more parents will be willing to take advantage of this opportunity for their children.

Clyde L. Simpson, Principal  
Elementary Schools



Elementary

Visitation Report

Tuesday, February 23, 1943

The following Schools were visited Tuesday Morning:

|       |                       |
|-------|-----------------------|
| 20-15 | (1st and 4th Grades)  |
| 23-15 | (1st and 2nd Grades)  |
| 21-15 | (4th and 5th and 6th) |
| 17-15 | (4th, 5th, and 6th)   |

At 20-15 first grade the children had gone on an excursion.

In the fourth grade I went to see particularly what arrangement the teacher had made with her extra tables. One table could be released for a reading corner if she would use both sides of the table instead of pushing two tables together for a large square table. Four tables are used in this way. The others are set lengthwise with the board. The room is crowded and the children who sit sideways have no writing surface. In a conference I think we might discuss a better arrangement and get the teacher's reasons for her arrangement; then see if we couldn't agree on a more workable arrangement.

At 21-15 the third grade was outside playing. The teacher was not on the ground at that time.

In the fourth grade the children were busy at work on construction. The teacher was checking assignments for activity. All was controlled and organized.

The fifth grade under a student teacher was planning its play period for outside - Sides and captains were being chosen. The children were well organized and went immediately to their appointed places for play.

The sixth grade was organized into four groups--one was reciting--the other three well-organized and busily engaged. The room was quiet and orderly--the relationship with their teacher friendly and natural.

At 23-15 the first grade was on the playground. The children are more controlled and attentive to their teacher than at first. The circle of children was very large and bulged over into the road. The grass was too wet to use the green. The difficulty might have been met by dividing the circle into two or more. In this way more children could participate instead of waiting. The children had one ball which was being passed around the circle. The child missing stood in the circle but did nothing more. Considering the waiting and in activity the group as unusually well-controlled.

At 17-15 the sixth grade was answering arithmetic problems from the board. With the exception of three or four children who were visiting and one girl who burst forth and asked me a question about an irrelevant matter the room was general well-behaved. One boy previously had refused to work and was sitting aside from the rest of the room. His teacher complained that he had done nothing all day. I helped him with an English lesson he was working on in the workbook. He appeared not to understand. He looks older. I said we would investigate him further.



The teacher thought the room might go on to seventh grade spelling. I suggested she enrich the sixth grade course with functional spelling in composition, letters, and dictation, with lessons on the dictionary, syllabification, diacritical marks, spelling demons, synonyms, capitalization, etc. I shall help her more with it. I shall suggest the spelling test you mentioned - it should include dictation as well as spelling lists.

The fourth grade was busy and orderly as usual.

The fifth grade was having an oral reading lesson. The teacher wished to ask me some question. It was necessary for me to talk to one table of boys who were rude in talking noisily. They were inattentive to the teacher's directions, later too.

The teacher read orally to the children as they followed along in the book. At intervals she would stop, the children would fill in the phrase or word. This is a very excellent drill used once in a while in order that the children may hear good expressive reading which conveys understanding and pleasure to an audience. The purpose of such a lesson was not accomplished due to a bad example of reading.

On my rounds last week I found some situations which need correction. In one instance a group of sixth grade children were running up the nursery steps and into the nursery. At this time the nursery children had been induced to assume a very prayerful attitude before enjoying their milk. Their attention was completely distracted by the intrusion. Before the teachers accomplished the thankful song the teacher of the grade hurried in to see if I wished her. Later for the second time during the visit I tried to find her. She was playing hide-and-seek with the children. They were having a good time, but the children who were not playing and not under the surveillance of the teacher were causing trouble in the nursery.

At another building a third grade group playing outside without a teacher were running in and out a sixth grade taught by a student teacher, shouting at her. She was trying forcibly to eject them. They were resisting her and generally annoying her when I took care of that situation. In both instances I explained what they were doing and why it annoyed and had them say what they should do. I told them I would be looking for a good report in the future.

In the second grade reading lesson at 23-15 there was good preparation but help is needed in teaching for comprehension. The room still is quite noisy which prevents children in the class which is reciting from hearing. The children in group III were called to order for reading from pre-primers. A chart was hung up and the class asked to read it line by line--first line, second line, etc. They read word by word, pondering over the abstract words like THE, sometimes at the beginning of the sentence but not attempting to go farther to get the thought of the sentence and discover the words from context. Sometimes the teacher exposed only the first word, then the second word, the third, etc. through the sentence.

I would hesitate to make the suggestions yet which might prevent the harm done by this word by word type of reading until after a conference with the teacher about beginning methods in reading, but for this particular lesson it would have seemed better to assemble the class, discuss the story from the



pictures or from a previous presentation to focus the class' attention on the thought of the lesson, then present the chart in some manner which would present the sentences as thought units. For example, ask a question about the first line which would have to bring forth an answer much like the first sentence. The teacher could repeat the answer of the child but use the words in the first sentence, drawing her hand under it. Later drill could be given by asking the children to find sentences the teacher calls for on the chart, then parts of the sentence, separate words, etc. Finally the children read the whole chart.

In phrase or sentence cards have been made the children can match them with the chart, then read their sentence, then play guessing games with them, etc.

Now they are ready to try to read their story from the book. If enough of this preventive type of reading is done there will be little need later for remedial reading.

Friday, February 26

I visited 3-15, 5-15, 9-15.

Two classes at 3-15 were having music. The teachers' voices were true, light, and soprano. Their techniques were good. Miss Hooper's group reflected her enthusiasm and enjoyment. Part of the lesson was appreciation, part drill. I shall check with Mrs. Nielsen to see if she is requiring uniform techniques in some aspects of the lessons - for instance singing with the children, etc.

Miss Anderson's group was attentive. She was using interesting drills for tone placement and correction of monotonies.

At 5-15 two classes were at 1-14 practicing a dance. The sixth grade was playing outside--the girls in the fire break, the boys in the block playground. All was well-organized. The children were all actively participating and agreeable. The teacher was not on the playground but she explained that she kept an eye on them and she thought it good for the children to be trusted occasionally on their own responsibility to see if her organization carried over. I suggested that she make sure however that she manage in such a way that she safeguarded herself against criticism.

Visited at 9-15 Friday A. M., February 26. The class was having what the teacher called a free unsupervised drawing period. The drawings were collected to be sorted out later. No evaluation was made with the class. The class was informal--modified talking going on during the period. The teacher's quiet direction to collect the work and get ready for play at the end of the class was responded to fairly readily.

No preparation was made for the play period. The class was dismissed in an orderly way table by table. Another errand prevented my staying to see the success of the play period.



The church material in this building could be piled up better out of the teacher's way. It takes out so much of her favor space. She also would like to have her folding chairs replaced with straight chairs, and her tables cut down to the size of the children.

March 1 at 30-15 to visit Miss Humpage who was substituting her first day in the fourth grade. The class was responding to her well. They were writing letters to their teacher who was ill. Later they sang some of their songs for me. This group thoroughly enjoys music and sings exceptionally well. Miss Humpage shows much aptitude for music. I hope that we can use her to assist in that capacity - in rhythms. etc.

The fifth grade was busily engaged. The low group was having reading. They lack power in trading vocabulary but many concepts were developed by the teacher in conducting a friendly informal conversation about the lesson even though the reading was progressing so haltingly. Time probably was an element at that stage of the afternoon but I think I would have clinched some of the reading vocabulary covered as well as the concepts. For seat-work there could have been recall of new important words developed such as huge, bungalow, palace, etc. During the recess period the teacher spoke of the class' low reading power and said she had been working with the five children separately during recess period but that when she did that she could not be on the playground. I said it was not advisable because the children also would miss the advantage of playing with others, and that time ought to be allotted to them too in school. The lesson could be shorter but intensified. I suggested types of vocabulary development at that age - alphabetical file boxes, dictionary booklets, etc. to be used later as basis for seat-work, word analysis, spelling, phonics drill, etc. This is a group of children which should have all of these subjects correlated and growing out of its reading lesson instead of burdened with formal spelling, etc. with the rest of the group.



ACTIVITIES WITHIN THE EDUCATION DEPARTMENT

12/30/43  
Mrs. Shelton

The Manzanar Budget for 1944-45 is based on an estimated pupil population of 220 for nursery schools, 820 for kindergarten through the sixth grade, 865 for high schools, and 1,400 for Adult Education. The primary objective of the Manzanar schools is to give evacuee children of public school age an American education similar to that which they would have received in the schools from which they came. The Manzanar Secondary Schools have been officially accredited by the University of California, and the Elementary Schools have been inspected and favorably evaluated by the Chief of Division of Elementary Education, California State Department of Education.

Manzanar Schools have placed particular emphasis on pre-school education. We have used the chart position of elementary head-teacher as supervisor of eleven nursery centers operating with half-day groups and seven kindergarten centers. A well-planned sequence of pre-school educational training and practical teaching experiences have been set up in our in-service training for pre-school evacuee teachers. A well-organized P. T. A. group of over three hundred parents participate in a parent education program. We believe that the most formative years in childhood are from two to six years and that by taking the child from the crowded and unsatisfactory barrack home conditions and placing him in a nursery educational situation. We can offer him an early start in the American way of living.

The most serious handicap in the elementary program is the high percentage of turnover of teachers due to the low salary in comparison to California standards. This makes unusual demands on our time for classroom supervision and the need for staff unification and the development of a progressive curriculum. (Only five of forty-seven appointed elementary staff members have stayed on the project as much as a year.) Since there is a continuous process of adjusting new teachers to the elementary staff, we have set up a teachers' work shop room and a visual education service to assist new teachers.

The Secondary School staff has less turnover because of the salary differential and has developed a program which provides for the regular general curriculum, vocational home making, vocational agriculture, business practices, and a general shop program. Student body government, and class organizations that will give experience in democratic procedures have been developed. The social studies program forms the core of the high school curriculum.

The Adult Education program is taught entirely by competent evacuees, most of whom have had junior college and college teaching experience. The junior college course work has been accredited by the State Department of California, and the classes and the staff have been inspected and evaluated by them. The most popular division of the Adult Education Department is the Adult English classes which lead into an Americanization program. New classes are now being initiated, using



new techniques in basic English. In addition to the Americanization work and the regular junior college courses, there are forums, current event classes, vocational classes in tailoring, finger printing, cabinet making, and laboratory technician training. Shoe cobbling, cosmetology classes, and training for auto mechanics are now being developed. The adult program does not include such marginal classes as flower making or art and crafts since these come under the recreation cooperatives.

The University of California has continued its assistance in offering extension courses by the use of qualified volunteer instructors on the project. Six evacuee teachers are now ready to receive their California State Teaching Credential. With the shortage of teachers, it would not have been possible to keep the schools open had it not been for the evacuee teachers' willingness and ability to carry full school-room responsibility and do the equivalent of the appointed Civil Service teachers for the evacuee salary of \$19.00 per month.

By using a centralized library system, we are able to give more service to the people without any unnecessary duplication, and the same books can be made available to more people. The main library and its branches and stations have bought only the essentials in the basic reference material and find that the needs of the community center around light fiction and heavy demands for materials on world peace, post-war reconstruction, the place of minority groups, and vocational assistance, as well as reference material on the geography, economics and social data of the Mid-Western and Eastern communities.

In addition to the instructional services given by the visual education unit for the classroom teachers, it serves as the only place in the community where exhibits, special events, and general museum material can be made available to the people.

We feel that the Manzanar Schools should issue school credits that will be accepted without loss of value when a pupil transfers, should equip that child for the adjustment he must make in relocation, and should assist him in finding his place as a helpful, happy citizen in his community as long as he stays in Manzanar. It is also the function of the school to coordinate its activities and to use the resources of the other community agencies, particularly the hospital, social welfare, relocation, and employment.



The in-service training given the evacuee teachers has led to outside positions in nursery school work and settlement house work and continued education in child welfare.

B. Elementary School

The elementary school is organized on a six year basis from grades 1 through 6 and the program follows the usual set-up in a progressive school system serving a communities of this population. Exhibits G, H, and I illustrate some of the activities carried on in this school level.

C. Secondary School

Secondary school program is organized on a six year basis from grades 7 through 12 and provides a standard high school program. Exhibits J and K explain the type of curricula offered. The high school has an organized student organization, student body fund, clubs and activities, school newspapers; in fact, all of the activities that go along in the modern high school for a well rounded development of boys and girls. See Exhibits L, M, and N for typical high school activities.

D. Adult Education

WRA provides for the appointment of a night school principal whose duties are to organize and develop an adult education program with available evacuee teachers in the community. The Junior College Program has been officially accredited by the State Department of Education. (Exhibit O). The vocational training program has recently been enlarged to provide training for those who wanted additional skills in assisting them to relocation. Current Events classes and English classes both draw large enrollments. Exhibits P and Q give a detailed program of the type of work done by evacuee teachers and on volunteer time by other project personnel.



### III. SCHOOL STATISTICS

This is monthly report from November 8 to December 3

|                 | <u>Total Enrollment</u> | <u>A. D. A.</u> * |
|-----------------|-------------------------|-------------------|
| Nursery         | 214                     | 197.23            |
| Kindergarten    | 143                     | 891.55            |
| Elementary      | 805                     |                   |
| High School     | 979                     | 961.37            |
| Adult Education | 1579                    |                   |

#### PERSONNEL

|                 | <u>Caucasian</u> | <u>Evacuee</u> |
|-----------------|------------------|----------------|
| Nursery         | 1 Supervisor     | 15             |
| Kindergarten    | None             | 5              |
| Elementary      | 1 Principal      |                |
|                 | 18 Teachers      | 7              |
| High School     | 1 Principal      |                |
|                 | 31 Teachers      | 12             |
| Adult Education | 1 Supervisor     | 17             |

\* Average Daily Attendance



IV. The school program is organized to fit in as an integral part of community life. Last year the P.T.A. meetings brought in attendance and participation of over 2,000 parents. In this school term, parents and teachers are working toward several projects of benefit to all children. Parent education program is continued on all levels to acquaint the parents with the school program and to exchange ideas on child growth and development.

The Block Manager's Council, the Churches, civic groups, and other administrative departments within the community cooperate and assist in the over-all education program.



Manzanar Nursery Schools  
War Relocation Area  
Manzanar, California  
March 1st, 1944

A Survey of Nursery School Enrollment

| <u>Center</u> | <u>Present Enrollment</u> | <u>Children Out Sick</u> | <u>Children of Age<br/>but not enrolled</u> |
|---------------|---------------------------|--------------------------|---|
| 1-14 A.M.     | 15                        | 6                        | -   |
| 9-15 A.M.     | 16                        | 1                        | 3   |
| 11-15 P.M.    | 14                        | 2                        | 7   |
| 17-15 A.M.    | 17                        | 4                        | 4   |
| 17-15 P.M.    | 14                        | 3                        | 3   |
| 20-15 A.M.    | 17                        | 3                        | 3   |
| 20-15 P.M.    | 14                        | -                        | 2   |
| 30-15 A.M.    | 16                        | 3                        | 2   |
| 30-15 P.M.    | 16                        | 3                        | 3   |
| 32-15 A.M.    | 11                        | 2                        | 4   |
| 32-15 P.M.    | 12                        | 1                        | 5   |
|               | <u>162</u>                | <u>28</u>                | <u>36</u>                                   |

*Mary A. Schauland*  
Mary A. Schauland  
Supervisor of Pre-Schools



## REPORT - COMMITTEE STUDYING FIVE YEAR OLDS

### I. ORGANIZATION

1. Increase number of kindergardens - making them available in rural districts.
2. Educate public to their support (there are always bills in every legislature which fail for lack of public support).
3. Ask state group studying five year olds to study - make statement in regard to advisable maximum and minimum enrollment. At present 25 down to 20 or less seems standard.

### II. INTEGRATION      Nursery - Kindergarden - First

1. Leaders of various groups meet occasionally to implement better techniques and integration.
2. Establish continuous growth of understandings and increased language facility - Reading Readiness.

### III. HEALTH

1. Complete physical examinations at beginning of kindergarden - often the child's first.
2. Feed children good breakfasts and lunches - better than mid-morning snacks.
3. Teachers trained to know signs of communicable diseases and that below par feeling - morning inspection surely.
4. Teachers, living with children for hours daily can often detect defects not apparent to doctor in brief examination.
5. Work toward future insistence on immunization.

### IV. SPEECH

1. Instruction for teachers concerning treatment of children who stutter, have articulation problems, or development problems such as, shyness, etc.

### V. PROGRAM      What sort of child is five year old and what activities are beneficial for him?

1. Use rather than just have art, music, rhythm, etc.
2. Avoid over stimulating in these periods - slow



- timed rhythms, lullabies, etc.
3. Teach to see even though reproduction may be still difficult.

#### VI. VISUAL AIDES

1. Promote much wider use of visual aides.
2. Use toward broadening of understandings and increased language facility - Reading Readiness.

#### VII. EVALUATION

1. If children can get by the fourth grade without feeling inadequate - ashamed of their work  
-----



File

# Elementary School Schedule -

## PRIMARY 1 - 3 - 5

|      |              |                     |
|------|--------------|---------------------|
| Open | 9:00 - 10:00 | Work period         |
|      | 10:00 (30)   | Toileting 10)       |
|      | 10:30 )      | Phys. Educ. 20)     |
|      | 11:30 )      | Work period         |
|      | 11:30        | Dismiss for noon    |
| Open | 1:15         | Work period         |
|      | 2:15 - 2:30  | Recess -- free play |
|      | 2:30 - 3:00  | Work period         |
|      | 3:00         | Dismiss             |

Total of 230 school minutes  
Required by law - 200 minutes

## INTERMEDIATE

|      |               |           |               |
|------|---------------|-----------|---------------|
| Open | 9:00 - 10:30  |           | 1 hr. 30 min. |
|      | 10:30 - 10:50 | Phys. Ed. |               |
|      | 10:50 - 11:45 |           | 1 hr.         |
|      | 1:15 - 2:30   |           | 1 hr. 15 min. |
|      | 2:30 - 2:45   | Recess    |               |
|      | 2:45 - 3:30   |           | 1 hr. 15 min. |

School day - 300 minutes  
Minimum required - 240 minutes

KINDERGARTEN 8:30 - 11:30

NURSERY 8:30 - 11:30

Minimum for kindergarten - 2 hours

Afternoon kindergarten - 1:15 - 4:00



April 22, 1943

MANZANAR PROJECT

Manzanar, California

MEMORANDUM TO: Mr. Ralph P. Merritt

FROM: Robert E. Gibson and F. W. Thunberg

SUBJECT: Report of building requirements at Manzanar  
Relocation Center

As a result of a recent order by the War Production Board, new construction for elementary schools on all projects was eliminated. This necessitated a resurvey of the present use of buildings for schools, housing, recreation, and other purposes to determine what alterations and additions will be required for the most efficient functioning of the school program. This survey is in line with instructions contained in a letter dated March 8 from Mr. D. S. Myer to all project directors.

In view of the recent action by the War Production Board in regard to elementary schools, it becomes necessary to convert existing facilities such as barracks buildings into schools. During the past year these buildings have been used for school purposes under conditions which scarcely meet minimum standards in regard to space requirements, lighting, and sanitation. In order to utilize these buildings properly and to have them meet acceptable educational standards, certain modifications and additions are necessary. Some of the materials for these alterations must have the approval of the War Production Board. The survey just completed will afford preliminary information. Before complete War Production Board approval can be secured, PD-200 forms should be prepared and submitted. This should be done at the earliest possible moment.

Only a part of the high school building is to be completed an auditorium, two rooms for shop, a health unit, locker rooms, showers, and storage closets. This is to be constructed in the fire break adjacent to Block 7, the block which is at the present time being utilized for high school classrooms. Two additional buildings containing six classrooms are to be constructed in Block 21.

Since most of the high school classrooms have been eliminated, it is quite necessary to remodel present barracks in Block 7 in the interest of more space, better lighting and other additional facilities. These change involves the following:

1. Removal of 37 partitions
2. Installation of 25 partitions
3. Build 60 ft. addition to present science building
4. Install plasterboard on both sides of each partitions



5. Install janitor's broom closet (30" x 30" x 6') in each barrack building.
6. Install 180 windows between the existing windows on east side of each of 16 barracks.
7. Block out all west windows
8. Install 336 shades on all east windows
9. Install 54 extra light fixtures
10. Paint all walls and ceilings (approximately 1750 gallons paint)
11. Construct 32 vestibules before entrance to classrooms (approximately 6' x 6')
12. Provide 88 new doors (3 $\frac{1}{2}$  x 6' 8")
13. Close up all double doors on ends of buildings
14. Close all unused present door openings
15. Seal all roof openings around chimneys to prevent leaks in wet weather
16. Provide 30 large circulating heaters for each classroom to replace present small heaters which are entirely inadequate
17. Paint cement floors in two iron rooms which are being used for classrooms
18. Install four drinking fountains as indicated in sketch
19. Install additional urinal trough in boys' toilet. This will involve plumbing changes
20. Add ten extra water closets in girls' toilet. Install partitions between each
21. Install linoleum and plasterboard in building 7-14
22. Install supply closet (30" x 36" x 6') in each room
23. Provide 600 running feet of shelving in supply room (7-13-2)
24. Build small stage at north end of Activity Room (7-3-2)
25. Install linoleum on floors in Kitchen 7 and Room 7-12-4
26. Provide linoleum for tops of seven tables (each 2' x 3')
27. Provide towel drying rack in Kitchen 7
28. Build storage cabinet in Kitchen 7 (10' x 4') also enclosed cupboard 2' x 2' x 6'
29. Provide 3 extra supply closets (4' x 6' x 6')

#### BUILDING REQUIREMENTS FOR THE MANZANAR ELEMENTARY SCHOOLS

At present the nursery, kindergarten, and elementary schools are using twelve barrack buildings (20' x 100') to house 1313 pupils. The buildings are located in twelve different blocks in various sections of the community. (1-14, 3-15, 5-15, 9-15, 11-15, 17-15, 20-15, 21-15, 23-15, 30-15, 31-15, 32-15.) Each building is completely lined with plasterboard, and the floors are covered with linoleum. Five buildings (3-15, 5-15, 17-15, 21-15, 31-15) are partitioned so that each has four classrooms (20' x 25'). Buildings 1-14 and 9-15 are partitioned so that each has two rooms (20' x 50'.) Buildings 20-15, 23-15, and 32-15 are partitioned so that each has two rooms (20' x 25') and one room 20' x 50'. Building 30-15 is divided into three rooms (20' x 33 $\frac{1}{3}$ ') and building 11-15 has no partitions.



The following is a summary of the changes and new construction necessary to provide adequate housing for the nursery, kindergarten, and elementary pupils:

1. Remove 17 partitions
2. Install 16 partitions
3. Install plasterboard lining on both sides of each partition
4. Install 132 additional windows in all classrooms to bring the lighting area as near 20% of floor space area as possible.
5. Blackout all west windows
6. Install a lining around the edge of each window to prevent rattling and infiltration of dust
7. Install 252 translucent shades for all windows
8. Install 87 new doors, with proper hardware, into each classroom and between existing classrooms
9. Close the double doors at the end of each building
10. Provide the large sized circulating oil heater for each classroom. (This involves changing twelve heaters.)
11. Paint each classroom. (Estimates--1700 gallons of paint.)
12. Install one custodian's supply closet in each building 12 in all (30" x 30")
13. Install two drinking fountains for each building (24--total)
14. Install 200 running feet of blackboard
15. Install 500 running feet of chalk trays
16. Install adequate supply cabinets, with locks in each classroom (3' x 3' x 1') 33 in all
17. Install adequate shelves for books in each classroom (about 1000 bd. ft. of lumber)
18. Install additional lighting fixtures 36 additional
19. Install adequate roofs to prevent leaking around the stove pipes.
20. Construct an 8' x 10' outside vestibule, completely enclosed, at the entrance to each classroom (33 in all)
21. Construct six additional classrooms and two additional rooms for an elementary school office and a supply room.

TOTAL ESTIMATED COST:

|          |          |
|----------|----------|
| Labor    | \$ 1941  |
| Material | 22109    |
|          | <hr/>    |
|          | \$ 24050 |



Supplementing our report on the alterations and new construction required to make it possible to utilize present barracks buildings for school purposes, we also submit the following:

Your division heads considered the general housing facilities adequate as they now are. They are being constantly improved through construction of additional partitions wherever possible. Since the material required for these alterations are already on hand and secured for this purpose no additional material will be requested from the War Production Board.

The recreation buildings being used for that purpose on this project were judged to be sufficient for the present program. No additions or changes are recommended.

The present store buildings provide the necessary space for that activity. No additions are recommended, however, it may be advisable to move 4 buildings to improve the service. It is not expected that this work would require much in the way of material so none will be requested.

Attached is a summary list of buildings proposed for the project, indicating the status of each as to materials purchases and received as well as the amount of work completed. Also attached is list of new projects considered necessary for the camp. P.D. 200 forms are now in process of preparations for the later.

You will please note that the following items have been eliminated from the camp program since it is not felt they will be required.

|  |          |
|--|----------|
| 1. Road construction -- estimated      | \$ 7,000 |
| 2. Automotive and heavy equip shops    | 20,136   |
| 3. Carpenter, plumbing, electric shops | 10,910   |
| 4. Fire hose tower                     | 1,360    |
| 5. Stores and warehouses               | 23,036   |
| 6. Slaughter houses                    | 8,500    |
| 7. Implement sheds                     | 12,064   |
| 8. Church                              | 18,116   |
| 9. Jail                                | 3,000    |

We want to thank you and your staff for the assistance given us on this trip. Your curtailment of high school construction as well as the elimination of other buildings as listed above certainly indicates the extent of Manzanar's cooperation in conserving critical materials.

(signed)

F. W. Thunberg  
Senior Engineer

(signed)

Robert E. Gibson  
Education Advisor



# RECORD OF PROGRESS

(Grades 1-3)

E -- Excellent accomplishment  
S -- Satisfactory accomplishment  
U -- Unsatisfactory

| QUARTER:                      | 1 | 2 | 3 | 4 |
|-------------------------------|---|---|---|---|
| PERSONAL HABITS AND ATTITUDES |   |   |   |   |
| Is polite                     |   |   |   |   |
| Is obedient                   |   |   |   |   |
| Is self-controlled            |   |   |   |   |
| Is cheerful                   |   |   |   |   |
| Is dependable                 |   |   |   |   |
| Works independently           |   |   |   |   |
| Follows safety rules          |   |   |   |   |
| PHYS. ED. AND HEALTH          |   |   |   |   |
| Plays well with others        |   |   |   |   |
| Has good posture              |   |   |   |   |
| Observes health rules         |   |   |   |   |
| Physical coordination         |   |   |   |   |
| WEIGHT                        |   |   |   |   |
| HEIGHT                        |   |   |   |   |
| ATTENDANCE                    |   |   |   |   |
| Days taught                   |   |   |   |   |
| Days absent                   |   |   |   |   |
| Times tardy                   |   |   |   |   |

| QUARTER:                  | 1 | 2 | 3 | 4 |
|---------------------------|---|---|---|---|
| ART                       |   |   |   |   |
| Enjoys art                |   |   |   |   |
| Shows creative ability    |   |   |   |   |
| MUSIC                     |   |   |   |   |
| Shows enjoyment of music  |   |   |   |   |
| Participates in singing   |   |   |   |   |
| Has special ability       |   |   |   |   |
| LANGUAGE                  |   |   |   |   |
| Speaks clearly            |   |   |   |   |
| Expresses ideas clearly   |   |   |   |   |
| Has command of English    |   |   |   |   |
| SPELLING                  |   |   |   |   |
| Has good spelling habits  |   |   |   |   |
| HANDWRITING               |   |   |   |   |
| READING                   |   |   |   |   |
| Understands what he reads |   |   |   |   |
| Is interested in reading  |   |   |   |   |
| Has good reading habits   |   |   |   |   |
| ARITHMETIC AND NUMBERS    |   |   |   |   |
| Understands numbers       |   |   |   |   |
| Knows facts for his grade |   |   |   |   |
| Solves simple problems    |   |   |   |   |

Only subject headings are marked unless the teacher desires to call special attention to sub-headings.



PUPIL PROGRESS REPORT

PRIMARY

.....MANZANAR SCHOOLS.....

First Report:

Signature of Parent \_\_\_\_\_

Remarks \_\_\_\_\_

Second Report:

Signature of Parent \_\_\_\_\_

Remarks \_\_\_\_\_

Third Report:

Signature of Parent \_\_\_\_\_

Remarks \_\_\_\_\_

Fourth Report

Signature of Parent \_\_\_\_\_

Remarks \_\_\_\_\_

\_\_\_\_\_  
Pupil's name \_\_\_\_\_

\_\_\_\_\_  
Building \_\_\_\_\_

\_\_\_\_\_  
Grade \_\_\_\_\_

\_\_\_\_\_  
Teacher \_\_\_\_\_

\_\_\_\_\_  
Promoted to grade \_\_\_\_\_  
\_\_\_\_\_

TO THE PARENT OR GUARDIAN:

This report is not intended to compare the work of one child with that of another, but to acquaint the parents with the progress of the child.

Teachers desire to cooperate with parents in fostering right attitudes and developing wholesome character in children.

This report is purposely general and brief. If you wish further and more complete information, please visit your school and confer with the teacher.

Genevieve W. Carter  
Superintendent of Education



ART

| GRADE     | DAYS OF WEEK | BUILDING | TEACHER | ENROLLMENT |
|-----------|--------------|----------|---------|------------|
| 1st & 2nd | MWF 8 to 9   | 16-11-1  | Wright  | 28         |
| 1st & 2nd | MWF 8 to 9   | 16-11-2  | Brown   | 37         |
| 1st & 2nd | MWF 8 to 9   | 16-11-3  | Ishida  | 25         |
| 1st & 2nd | TTh 8 to 9   | 16-11-1  | Wright  | 20         |
| 1st & 2nd | TTh 8 to 9   | 16-11-2  | Brown   | 19         |
| 1st & 2nd | TTh 8 to 9   | 16-11-3  | Ishida  | 23         |
| 3rd & 4th | MWF 9 to 10  | 16-5-1   | Wright  | 23         |
| 3rd & 4th | MWF 9 to 10  | 16-5-2   | Brown   | 27         |
| 3rd & 4th | MWF 9 to 10  | 16-5-3   | Ishida  | 21         |
| 3rd & 4th | TTh 9 to 10  | 16-5-1   | Wright  | 20         |
| 3rd & 4th | TTh 9 to 10  | 16-5-2   | Brown   | 22         |
| 3rd & 4th | TTh 9 to 10  | 16-5-3   | Bailey  | 20         |
| 5th & 6th | MWF 10 to 11 | 16-4-1   | Brown   | 21         |
| 5th & 6th | MWF 10 to 11 | 16-4-2   | Wright  | 18         |
| 5th & 6th | MWF 10 to 11 | 16-4-3   | Bailey  | 16         |
| 5th & 6th | TTh 10 to 11 | 16-4-1   | Brown   | 15         |
| 5th & 6th | TTh 10 to 11 | 16-4-2   | Wright  | 12         |
| 5th & 6th | TTh 10 to 11 | 16-4-3   | Bailey  | 16         |

CONSTRUCTION

|                |                 |        |          |    |
|----------------|-----------------|--------|----------|----|
| 5th & 6th      | MWF 8 to 9      | 16-6-1 | Shoaf    | 20 |
| 5th & 6th      | MWF 8 to 9      | 16-6-2 | Backhoff | 16 |
| 5th & 6th      | MWF 8 to 9      | 16-6-3 | Hill     | 16 |
| 1st & 2nd      | MWF 9 to 10     | 16-6-1 | Shoaf    | 20 |
| 1st & 2nd      | MWF 9 to 10     | 16-6-2 | Backhoff | 15 |
| 1st & 2nd      | MWF 9 to 10     | 16-6-3 | Hill     | 17 |
| 3rd & 4th      | MWF 10 to 11    | 16-6-1 | Shoaf    | 20 |
| 3rd & 4th      | MWF 10 to 11    | 16-6-2 | Backhoff | 15 |
| 3rd & 4th      | MWF 10 to 11    | 16-6-3 | Hill     | 16 |
| 1st, 2nd & 3rd | TTh 8 to 9:30   | 16-6-1 | Shoaf    | 15 |
| " " "          | TTh 8 to 9:30   | 16-6-2 | Backhoff | 13 |
| " " "          | TTh 8 to 9:30   | 16-6-3 | Hill     | 15 |
| 4th, 5th & 6th | TTh 10 to 11:30 | 16-6-1 | Shoaf    | 16 |
|                | TTh 10 to 11:30 | 16-6-2 | Backhoff | 13 |
|                | TTh 10 to 11:30 | 16-6-3 | Hill     | 13 |



# SEWING & KINTTING

| GRADE     | DAYS OF WEEK       | BUILDING | TEACHER                                      | ENROLLMENT |
|-----------|--------------------|----------|--|------------|
| 6TH       | MWF 8 to 9:15      | 16-10-3  | Job Sandridge<br>Hoshiyama                   | 27         |
| 1st & 2nd | MWF 9:15 to 10:20  | 16-10-3  | "  | 20         |
| 3rd & 4th | MWF 10:20 to 11:20 | 16-10-3  | "  | 22         |
| 5th & 6th | MWF 8 to 9:15      | 16-10-2  | Ishii<br>Kadota<br>Kitada                    | 27         |
| 1st & 2nd | MWF 9:15 to 10:20  | 16-10-2  | Minamiki                                     | 8          |
| 3rd & 4th | MWF 10:20 to 11:20 | 16-10-2  | Minamiki                                     | 3          |
| 5th       | MWF 8 to 9:15      | 16-10-1  | Fujii<br>Yasuda<br>Minamiki                  | 24         |
| 1st & 2nd | MWF 9:15 to 10:20  | 16-10-1  | Fujii<br>Yasuda<br>Ishii<br>Kadota<br>Kitada | 21         |
| 3rd & 4th | MWF 10:20 to 11:20 | 16-10-1  | Fujii<br>Yasuda<br>Ishii<br>Kadota<br>Kitada | 33         |

# CRAFTS

|           |                    |        |                    |    |
|-----------|--------------------|--------|--------------------|----|
| 3rd & 4th | MWF 8:10 to 9:10   | 16-3-1 | Hooper             | 22 |
| 6th       | MWF 9:10 to 10:15  | 16-3-1 | Hooper             | 30 |
| 5th       | MWF 9:10 to 10:15  | 16-3-2 | Nail               | 24 |
| 6th       | MWF 9:10 to 10:15  | 16-3-3 | Minamiki<br>Taylor | 24 |
| 2nd       | MWF 10:15 to 11:15 | 16-3-2 | Nail               | 19 |
| 1st       | MWF 10:15 to 11:15 | 16-6-3 | Mrs. Taylor        | 12 |



MUSIC

| GRADE         | DAYS OF WEEK       | BUILDING | TEACHER                    | ENROLLMENT |
|---------------|--------------------|----------|----------------------------|------------|
| 4th, 5th 6th  | TTh 8:05 to 9:10   | 16-12-3  | Job Sandridge <i>Beall</i> | 22         |
| 1st, 2nd, 3rd | TTh 9:10 to 10:15  | 16-12-3  | Job Sandridge <i>Beall</i> | 60         |
| 1st, 2nd, 3rd | TTh 10:15 to 11:45 | 16-12-3  | Job Sandridge              | 26         |

Dancing

|     |                    |         |         |    |
|-----|--------------------|---------|---------|----|
| 1st | TTh 8:15 to 8:45   | Mess 16 | Stanley | 23 |
| 2nd | TTh 9 to 9:30      | Mess 16 | Stanley | 18 |
| 3rd | TTh 9:45 to 10:15  | Mess 16 | Stanley | 22 |
| 4th | TTh 10:30 to 11    | Mess 16 | Stanley | 19 |
| 5th | TTh 11:15 to 11:45 | Mess 16 | Stanley | 11 |
| 6th | " " "              | "       | "       | 9  |



REGULAR CLASSES

|                      | 1st | 2nd | 3rd | 4th | 5th | 6th | Total | Rank |
|----------------------|-----|-----|-----|-----|-----|-----|-------|------|
| 1. Art               | 34  | 63  | 42  | 52  | 56  | 46  | 293   | 1    |
| 2. Crafts            | 0   | 10  | 14  | 33  | 26  | 43  | 126   | 4    |
| 3. Agriculture       | 22  | 10  | 0   | 2   | 9   | 21  | 64    | 7    |
| 4. Music             | 24  | 19  | 22  | 19  | 12  | 11  | 107   | 6    |
| 5. Dancing           | 9   | 19  | 26  | 26  | 6   | 22  | 108   | 5    |
| 6. Drama             | 7   | 1   | 0   | 6   | 4   | 6   | 24    | 8    |
| 7. Sewing & knitting | 2   | 16  | 23  | 18  | 30  | 43  | 132   | 3    |
| 8. Construction      | 11  | 29  | 21  | 37  | 19  | 27  | 144   | 2    |

ORGANIZATIONS

|                         |    |    |    |    |    |    |     |   |
|-------------------------|----|----|----|----|----|----|-----|---|
| 1. Friendly Indians     | 7  | 19 | 14 | 18 | 8  | 26 | 92  | 5 |
| 2. Boys Scouts          | 0  | 18 | 1  | 17 | 18 | 20 | 74  | 6 |
| 3. Cub Scouts           | 22 | 32 | 19 | 41 | 25 | 20 | 159 | 2 |
| 4. Girl Scouts          | 0  | 10 | 17 | 12 | 42 | 50 | 131 | 4 |
| 5. Brownies             | 16 | 35 | 35 | 33 | 21 | 13 | 153 | 3 |
| 6. Other types of clubs | 26 | 33 | 6  | 27 | 35 | 74 | 200 | 1 |

OCCASIONAL ACTIVITIES

|                       |    |    |    |    |    |    |     |   |
|-----------------------|----|----|----|----|----|----|-----|---|
| 1. Hikes              | 33 | 38 | 51 | 26 | 60 | 78 | 306 | 1 |
| 2. Nature study tours | 7  | 6  | 6  | 15 | 7  | 14 | 55  | 5 |
| 3. Picnics            | 31 | 47 | 38 | 41 | 44 | 75 | 266 | 2 |
| 4. Parties            | 32 | 39 | 19 | 46 | 23 | 30 | 189 | 3 |
| 5. Story Hour         | 21 | 9  | 18 | 20 | 18 | 55 | 91  | 4 |

SPORTS (BOYS)

|                  |    |    |    |    |    |    |     |   |
|------------------|----|----|----|----|----|----|-----|---|
| 1. Basketball    | 2  | 19 | 19 | 26 | 22 | 25 | 113 | 2 |
| 2. Horseshoes    | 2  | 12 | 10 | 18 | 4  | 9  | 55  | 4 |
| 3. Soccerball    | 0  | 2  | 0  | 1  | 4  | 2  | 9   | 7 |
| 4. Soft ball     | 10 | 18 | 16 | 36 | 10 | 31 | 121 | 1 |
| 5. Volleyball    | 0  | 2  | 0  | 1  | 0  | 0  | 3   | 8 |
| 6. Track & field | 2  | 0  | 3  | 22 | 15 | 14 | 56  | 3 |
| 7. Games         | 14 | 10 | 6  | 7  | 3  | 6  | 46  | 5 |
| 8. Tumbling      | 12 | 8  | 5  | 4  | 2  | 8  | 39  | 6 |

SPORTS (GIRLS)

|               |    |    |    |    |    |    |     |   |
|---------------|----|----|----|----|----|----|-----|---|
| 1. Basketball | 2  | 11 | 21 | 17 | 12 | 21 | 84  | 3 |
| 2. Soft ball  | 1  | 21 | 5  | 21 | 38 | 40 | 126 | 2 |
| 3. Volleyball | 0  | 4  | 9  | 17 | 16 | 34 | 80  | 4 |
| 4. Speed ball | 0  | 0  | 2  | 3  | 6  | 6  | 17  | 5 |
| 5. Games      | 17 | 36 | 27 | 23 | 12 | 17 | 132 | 1 |



EDUCATION DEPARTMENT

January 27, 1943

MEMO TO: Dr. Carter  
FROM: Miss Fairman  
SUBJECT: Student Teaching, October 1--December 31, 1942.

The major development in student teaching during the last quarter of 1942 was undoubtedly the trying out of a group of rather idealistic young people, after six weeks of intensive study on the needed philosophy and psychology in actual teaching situations. Definite preparation for their specific teaching positions had not been possible since assignments were held up till the last minute in the hope that more credentialed teachers might still arrive.

Uniformly the group became most unhappy and confused during the first days of teaching. The facts that their teaching assignments were far too heavy for the first teaching experience, that they worked absolutely without equipment and with practically no books, and that their students were generally physically uncomfortable due to lack of chairs and heat, all contributed to their insecurity.

I could function by working administratively for their relief when the load seemed unbearable, by watching and taking over classes during difficult times, and by listening to their analysis of the most troublesome points and suggesting procedure. We lost three student teachers during those first days. The others hung on, following each failure with a new attempt, until gradually they regained some composure and self confidence.

About this time two new situations arose. Mrs. Miller, one of the elementary supervising teachers, left and I began a three-months stretch of teaching daily, thereby depriving the students of my direct supervision. Our schedule of college work under the University of California began, requiring people who had spent the whole day in teaching and preparation for teaching to take on about nine units of upper division study.

However equipment had begun to trickle into our classrooms. Familiarity with the difficult work teaching is had toughened the characters and quickened the responses, and developed qualities of leadership in the young teachers. Their adjustment continued to improve.



Dr. Carter

(2)

January 27, 1943

The good effect on the teaching situation of careful and detailed preparation was noticed. The necessity for children to find their work interesting and important was accepted. The teacher's responsibility for maintaining an atmosphere of busy content in her room was established. These objectives were constantly attempted--with increasing success as time went on.

December's end found Manzanar's students in teacher training generally well poised before their groups, and presenting well planned and interesting work. They have improved enough to feel satisfied and somewhat successful, but there is real need for that more difficult finishing work which will bring them to skilled teaching. It is fortunate that now we are able to replace Mrs. Miller, for the students could hardly achieve unaided the type of growth now most needed. There is much to be accomplished through the supervisory observation and individual conferences which will now start again.



Form 566

EDUCATION DEPARTMENT  
Manzanar, California  
March 12, 1943

MEMO TO: Mr. Simpson

FROM: Louise Fairman, Supervisor Student Teachers

SUBJECT: PLAN FOR ELEMENTARY SUPERVISION

I plan to guide my work in the elementary student teaching buildings by three types of teacher needs. The growth of supervising teachers will be pace-setting for student teacher improvement so the most important part of my work will be with the supervising teachers. Their growth will be most strongly conditioned by our weekly meetings, Tuesday afternoons, where problems are welcome from anyone who has recognized a problem and wishes to present it for general discussion. The major factors in this growth will be thinking on teacher-presented problems and ideas, study in connection with methods class topics, and conferences that follow observations.

At our meetings I will keep the supervising teachers informed as to the current topic in methods class, the best references available on the subject, and our view-point concerning it. Their reactions will be welcomed, considered and if accepted authority and general desire indicates their excellence they will be adopted. In addition to the evident fairness of permitting the teachers to become prepared on any assigned topic before their students wise up on it this will stimulate renewed interest in comparative procedures and their values in the supervising teachers.

The meetings will also point out many uncertainties and needs to be found in our student teaching situation, as well as the more common ones. Without doubt the discussion and consequent research will be one of the most vital means of growth at our command, especially since I will be interested to follow the ideas through to the final student teacher application. I shall try to record worth while studies initiated by the teachers in these meetings, their originator, the trend of development, our decision as to their application, and their final results in the school situation. My aim is to welcome all tried and approved ideas warmly, to apply our combined intelligence on truly original contributions, giving them space if they merit recognition, and to weed out unworthy notions by the same means.



Form 566

EDUCATION DEPARTMENT  
Manzanar, California

MEMO TO: Mr. Simpson

FROM: Louise Fairman, Supervisor Student Teachers

SUBJECT: PLAN FOR ELEMENTARY SUPERVISION

The third method of improving work in student teaching buildings will be weekly observation and frequent conferences. It is my objective to observe each teacher and supervising teacher once weekly for about half an hour, excepting when I have the placement of a student teacher to decide and need a more complete survey of the situation. Because my office is often involved with group meetings after school, and in view of the presence of student teachers in their rooms, I have asked the supervising teachers to make appointments for conferences with me for time within the school session. It will be well for the students to be left with their pupils now and then, and much more can be accomplished in a quiet office conference than a hurried playground exchange of interrupted ideas could possibly achieve.

My work with student teachers will follow rather closely the procedure with supervising teachers. The five hours, weekly, of methods class with attendant study and expression of learnings followed by application in the various rooms and discussion of the involved techniques, reactions, and attitudes is somewhat comparable to the briefer supervising teacher discussions with their outgrowing research. Ideas and observations are often very noticeable within this class. Perhaps the suggestions and problems follow our schedule of study a little more closely - for the students become more aware of the problems as they read and think into the subject. The observation and individual conference pattern will be very similar also, except for the changed relationship to the third person.

However I find that the most rapid growth occurs in student teachers where the feeling between the student and her supervising teacher is close and cooperative. The students are most imitative where they admire the procedure they witness; there have been interesting demonstrations of that on the secondary level. Although I shall work as long, carefully, and definitely with the students as I do with the teachers I realize now that where excellent teaching and discreet personality is, there also will be major student growth.



Date 11-27-48



Form 566

EDUCATION DEPARTMENT  
Manzanar, California

April 3, 1943

MEMO TO: Mr. Simpson

FROM: Louise Fairman, Supervisor Student Teachers

SUBJECT: Reading Report

I am sending you a copy of an outline on reading prepared by my elementary student teachers as one of their methods class studies. The information included was found in one or more of the following books: Newer Instructional Practices of Promise, N.E.A. 17th Yearbook, Learning the Three R's, by Gertrude Hildreth, Reading Readiness, by Lucile Harrison, Improvement of Basic Reading Abilities, by Durrell, The Child and his Curriculum, by Lee and Lee, The Teaching of Reading, the Thirtysixth Yearbook of the National Society for Study of Reading, Teacher's Guide to Child Development by California Curriculum Commission, Teaching Reading to Slow Learning Children, by Kirk, Reading and Literature in the Elementary School by McKee, and The Improvement of Reading by Gates. The various reports were compiled into one by a committee of three--chosen because of the general excellence of their work--Kiyo Fukasawa, Sadae Nomura, and Toshiko Nakanura.



## THE MATERIALS OF READING

### I. Reading materials in the classroom

#### A. Types and content of material and equipment essential to an adequate reading program

##### 1. Reading materials in the primary grades

- a. Materials are exceedingly diversified, and usually consist of a basal series of readers, with certain accessories, and one or more supplementary books for each grade.
- b. Present trend to increase the amount and range of supplementary reading is doing much to give children a sense of mastery in the early grades.

##### 2. Reading materials in the middle grades and the upper grades

- a. Important reading materials are found in regular reading books. These books should articulate with primary readers--should build on their vocabulary, their types of content, and degree of maturity of concepts.
- b. Basal books in all curricular fields--arithmetic, geography, history, language, health, science--are introduced.

##### 3. Reading materials for upper grades and junior high schools

- a. A fallacy--that at the end of sixth grade, a normal child should be considered fully and completely to have learned to read.
- b. In the junior high school, the materials with which reading must concern itself comprise practically the whole curriculum. "Every teacher a reading teacher."

#### B. Providing materials to meet individual differences

1. There is abundant evidence that marked differences in reading ability exist among the children in almost all classes. It is obvious that books must be suitable for readers who are expected to use them.
2. In many plans for supplying teachers with reading books, too little attention has been given to enabling each teacher to have on hand materials which are varied, not only with respect to levels of difficulty. At least three levels of material are needed in every classroom.

#### C. Need for variety and balance in reading materials



1. Modern progressive education, with its emphasis upon units of work centers of interest, etc., has brought a strong demand for reading material that includes correlated information and experiences.
2. Such materials as mentioned above should not, however, monopolize the reading textbooks. From the standpoint of content and function, there should be available:
  - a. Literary material of high interest appeal for group interpretive reading.
  - b. Informative and also story material for special practice purposes.
  - c. Dramatic and other suitable materials for special practice purposes.
  - d. Library books for individual recreative reading.
  - e. Reference and supplementary materials
- D. Developing new reading materials in the school
  1. The newer educational psychologies and philosophies are calling for a more functional type of reading instruction which flows out of or into children's interests, activities, and enterprises.
  2. These teacher--or child--prepared materials, growing out of child experiences, provided for reading practice filled with meaningful concepts and because the reading is functions in childrens' living.
  3. Examples of school-made reading materials: booklets, labels, charts, newspapers, etc.

## II. School and public libraries

- A. Aims of the elementary libraries:
  1. to develop wholesome attitudes and habits of reading for pleasure and for information.
  2. To acquire a desire for good literature.
  3. To gain skill in the use of books and libraries.
- B. Selection of books
  1. The cooperative thinking of principals, teachers, supervisors, and librarians in choosing the books have the most satisfactory results.
- C. The use of libraries by children
  1. One of the ultimate goals of a good reading program is to establish reading as a permanent habit in children.
  2. The skill and judgment with which a child learns to use the library probably determines to a large degree the cultural level he will attain in adult life.
    - a. Children need definite teaching and purposeful guidance before they can make intelligent use of library facilities.



3. The library in primary classrooms
  - a. perhaps its greatest contribution is in teaching children how to get information independently.
  - b. It also offers great possibilities for developing reading habits as a wise use of leisure time.
  - c. In developing reading readiness, it is of great value.

D. The school library

1. Affords greater opportunity to learn techniques which the classroom library cannot adequately develop.
2. Children of varying abilities can find material suited to their level of development.

E. The public library

1. Objectives:

- a. to familiarize children with the public library facilities available to them and to arouse in them a desire to make use of such facilities in childhood and to continue their use as adults.
- b. To create and develop in the young reader a broad interest in reading, and a sense of values which will enable him to discriminate in his choice of printed material.
- c. To promote parent education--that is, to familiarize parents with public library facilities for children, to interest them in the development of home libraries, and to develop in them an interest in the reading of their children.

F. Need for cooperative effort between school and public libraries.

1. Both the school and public library are interdependent, and the successful development of an all-round reading program for the child demands full utilization of the resources of both.

References:

- 36th Yearbook of the National Society for Study of Education;  
Part I. The Teaching of Reading  
Newer Practices in Reading in the Elementary School  
N.E.A. 17th Yearbook



## READING AS A SUBJECT

### I. The reading period in the present-day curriculum

- A. Arguments have been advanced in favor of eliminating special periods for teaching reading because of such definite relationships in purpose and method as exist between reading and other phases of curriculum. In general, however, practice seems to justify conclusion that in most schools there will be found a need for separate reading periods.
- B. Specific functions served by a separate reading period.
  - 1. Prepares for various reading situations by initiating appropriate interests and skills.
  - 2. Provides supplementary instruction and practice in reading activities.
  - 3. Provides for continuity in development of successively difficult steps in reading skills, habits and attitudes.
  - 4. Serves as a constant reminder and provides examples of what to do in other parts of the school program to develop reading ability.
  - 5. Provides opportunity for continuous examination of achievements and needs of children.
  - 6. Provides opportunity for promoting wide reading interests and habits of fluent, intelligent reading.

### II. The nature of reading

- A. Reading is a complex thought process. Words on the printed page serve as stimuli that set off meanings in the mind of the reader. His ability to understand large organizations of meaning within sentences makes it possible for him to organize the meanings recalled.
- B. Reading is a process of recognizing symbols which serve as stimuli to the recalling and constructing of meaning accompanied by the manipulation of the resulting meanings in thought processes according to the purposes so that his ensuing reactions are modified as a result of reading.

### III. Objectives of reading program

- A. To provide appropriate initial teaching.
- B. To promote growth at each level of advancement sufficient to insure maximal achievement in all reading activities.

### III. Specific aims of basic instruction in reading

- A. Aims shared jointly by reading period and various curricular fields.



2. To promote increased efficiency in both silent and oral reading
3. To extend and enrich experience and to satisfy interests and needs
4. To cultivate strong motives for and permanent interest in reading
5. To elevate taste in reading and promote discrimination
6. To acquaint pupils with sources and values of different kinds of reading material and develop ability to use them intelligently and critically

#### B. Aims to reading period

1. To provide for continuous, orderly and economical development of fundamental attitudes and habits involved in efficient silent reading and good oral reading
2. To aid in promoting development of attitudes, habits and skills common to study situations in various curricular fields

### IV. Factors underlying organization of basic instruction in reading

#### A. Facts relating to child development

1. Time at which desirable attainments in reading may be secured most readily depends upon mental, emotional and physical maturity of child as well as upon methods and materials used in teaching
2. Interests and motives of children also important in determining reading activities at successive levels of program

#### B. Desirable levels of achievement in reading

1. Minimal standards--those that enable pupils to engage with reasonable efficiency in reading activities required in various curricular fields of the grades in question

### V. The basic reading program

#### A. Stage one: READING READINESS

1. Readiness is not determined uniformly by presence of certain specific attitudes or attainments; it is rather the result of combinations of factors that differ somewhat in individuals
2. Essential prerequisites to reading
  - a. Wide experience
  - b. Reasonable facility in use of ideas
  - c. Reasonable command of simple English sentences
  - d. A relatively wide speaking vocabulary



- c. Accuracy in enunciation and pronunciation
- d. Keen interest in learning and reading

### 3. Testing program for reading readiness

- a. Tests are now perfected and available which indicate probable success in reading and predict phase of reading in which he will be a success or failure

(1) In spite of lack of readiness, all children have been started off on equal basis up to now. This built up dislike for reading to poor readers

## B. Stage two: INITIAL GUIDANCE IN LEARNING TO READ

1. When initial instruction should begin varies with capacity of children to learn, with their general stage of development, and with the nature of the early reading activities that are required
2. Reading period supplements opportunity for much reading in connection with vital units of work by providing sequence of equally interesting, challenging and purposeful activities designed to promote rapid growth in learning to read

## C. Stage three: RAPID PROGRESS IN FUNDAMENTAL READING ATTITUDES AND HABITS

1. Second and third grades: rapid progress in fundamental attitudes, habits and skills on which clear comprehension and interpretation, speed of silent reading, and fluent, accurate oral reading depend.
2. Importance of the period
  - a. Opportunities for stimulating reading are greatly extended.
  - b. Children find growing interest and pleasure in reading

## D. Stage four: EXTENSION OF EXPERIENCE AND INCREASE AND IN READING EFFICIENCY

1. Fourth, fifth and sixth grades
2. Need for continued guidance
  - a. Well-rounded program of basic instruction in reading, supplemented by systematic guidance in various curricular fields, is essential for most pupils in middle grades
3. Major aims and objectives
  - a. wide reading



- b. Demand for greater power and efficiency  
in all reading activities

E. Stage Five: REFINEMENT OF READING ATTITUDES, HABITS  
AND TASTES

- 1. Secondary-junior college level
- 2. Many have been found to need training at this  
level

From the following reports:

Thirty-Sixth Yearbook of the National Society for  
Study of Education: Part I. The Teaching of  
Reading

Harrison, Lucile M.: "Reading Readiness"

Learning The Three R's: The Reading Process



## EFFECTIVE TEACHING OF READING

### I. A successful reading program require of the teacher certain basic considerations.

A. It is important for the teacher to recognize that there is no one best way to teach reading.

1. The experimental attitude is essential .
2. She should be prepared for numerous adjustments.

B. She should have the broader objectives in view always.

1. Desire for and enjoyment of reading
2. Efficiency in reading
3. Intelligent use of reading

### II. Recognizing Individual Differences is half the solution to the problem of setting up a successful reading program.

A. The primary concern of teacher should be to find out the degree of reading readiness in the children.

1. Much injury can result from forcing material too hard for the students.
2. Advantages of waiting until student is fully ready to undertake the material have been brought out in many studies.

- a. Children develop good attitudes toward reading
- b. Progress is much more rapid and sure
- c. The necessary components of success, feeling of security and steady growth are achieved.

B. Many tests have been devised and can be devised to find out the actual needs and interests of the children and these are accompanied by careful observation of the teachers.

1. General intellectual ability can be measured more or less reliably.
2. Considerations of personality growth plays an important role.
3. Physical conditions are carefully checked.
4. Interests can be carefully observed.

C. Application of the results of the testing program.

1. Specific objectives for each child can be made.
2. Specific objectives for each group can be outlined.
3. There would be a definite plan to observe growth.
4. Adequate provisions should be made for differences in abilities.
  - a. Special remedial instructor may be necessary for those with common handicaps.
  - b. Program for continuous development should be outlined.



### III. A program for motivation is vital.

A. The environment plays a most important role in motivation.

It must:

1. foster and stimulate the child's natural curiosity
2. encourage and invite conversation and enlarge vocabulary
3. provide opportunities for handling and manipulating
4. be rich in beauty---picture, music, books
5. provide ready access to a varied and well selected library with range corresponding to that of the class in reading ability.

B. Reading is most effective which a program for varied, interesting and functional reading is provided thru activities and experiences with as:

1. assemblies
2. exhibits
3. field trips
4. demonstrations
5. dramatizations
6. seasonal activities
7. out-of-school interests

### IV. Various aspects of skill development should have definite objectives and plans:

- A. Full attention to vocabulary is necessary
- B. Oral reading can be made more effective by maintaining interest in various ways
- C. Many factors must be considered in silent reading to promote and achieve efficiency
- D. Study skills need constant practice.
  1. Thorough and detailed study is one method.
  2. Skimming type of studying has its values.



## REMEDIAL READING

### A. General ideas concerning remedial reading.

1. The teacher must be prepared to detect defects and to remedy them before they cause serious disturbance.
2. There are generally many environmental and organic factors that cause reading difficulties.
  - a. The Stanfor-Binet test should be given before a teacher can determine if the child is retarded.
  - b. There must be a discrepancy of about 2 or 3 years between a child's reading grade and that grade expected from his age to necessitate remedial reading.
3. A systematic appraisal of the interests and preferences of poor readers is the first step in planning a well-motivated remedial reading program.

### B. Application of a remedial reading program.

1. The most important requirement is that the children have a desire to read.
2. Remedial work must be varied and interesting and the pupil must be able to see some degree of success.
  - a. To teach a retarded child to read, the teacher must reestablish confidence, introduce a great deal of repetition and a great variety of presentations.
  - b. The teacher must be cautioned against stopping remedial instruction before the child has reached a satisfactory degree of reading ability.
3. The teacher must give the child individual instruction in reading.
  - a. The mentally retarded child requires more time in each stage of reading.
  - b. Silent reading should not be introduced too soon.
  - c. The teacher should stress accuracy instead of speed.
4. A type of instruction seriously needed by one student may be disadvantageous to another.
  - a. Pupils low in the rate of reading but high in comprehension should have recreational reading with less oral reading.
  - b. Rapid inaccurate readers should increase their vocabulary comprehension.
  - c. Pupils who are low in all phases of reading should be given training in word recognition and oral reading to diagnose errors.
  - d. Difficulty in pronunciation is remedied by recognizing the sound elements of words.



## C. The Choice of Books

1. Continual reading of difficult materials fosters the habits of slow reading, word reading, and inaccurate methods of study.
2. The child may be given books with a reduced vocabulary but with materials similar to those of the advanced books used by the class.
3. The reading materials selected should be interesting, simple enough to insure mastery by the child, and contain elements of surprise and liveliness.
  - a. Inefficient readers peruse few and inefficient books.
  - b. Slow readers find it difficult to select books for recreational reading at their reading level, either selecting too hard or too easy material.

## INDEPENDENT READING

- A. The world is so full of possible first-hand experience that young people need wise guidance, a portion of which can be given by reading.
  1. The important thing is to see that a child's reading develops as he develops.
  2. The teacher must plan a place for a literature period in the daily program.
  3. The school can help develop better tastes and habits in leisure reading by separating literature from instruction in reading skills.
    - a. Long book reports may be a task for children and the fun of reading will be dimmed.
    - b. It is a psychological fact that doing something with a lesson aids in the retention of the material, oral-review, dramatizing, book riddles, and many other ways.
- B. There is evidence that elementary school children will read what is accessible to them.
- C. Good reading material for children should be ethically sound, stimulate the imagination, develop appreciation of the beautiful, result in the wish to read more good literature, and be attractive readable to the child.
  1. Children often use books as an escape from reality and as a source of inspiration.
  2. Children enjoy records of human experiences which are partially familiar to them.
  3. Stories must be fast moving and graphic.

Omit suppress cheap reading materials until good substitutes are found.



## READING THE CURRICULUM

I. Reading can be a most significant influence in the lives of growing children.

A. Reading promotes:

1. Clear understanding
2. Habits of good thinking
3. Stimulates broader interest
4. Cultivates appreciations
5. Stable personality

B. Reading is a tool, the mastery of which is essential to the learning of every other school subject.

II. Reading is an integrative force in the school curriculum.

A. Reading is a social process, a means of communication built upon experience.

1. Contributes to worthy social relationships and understanding.
2. It is best utilized in the social studies period.

- a. Many social experiences of value are derived from functional reading.
- b. Adequate and rich experiences enable children to read intelligently.
- c. Experiences in reading are made meaningful because they are shared.

B. Reading has come to be more a functional skill rather than an individual achievement.

1. Good study habits in connection with reading in the various subjects are emphasized to achieve:

- a. intelligent organization of reading.
- b. ability to relate and interpret.

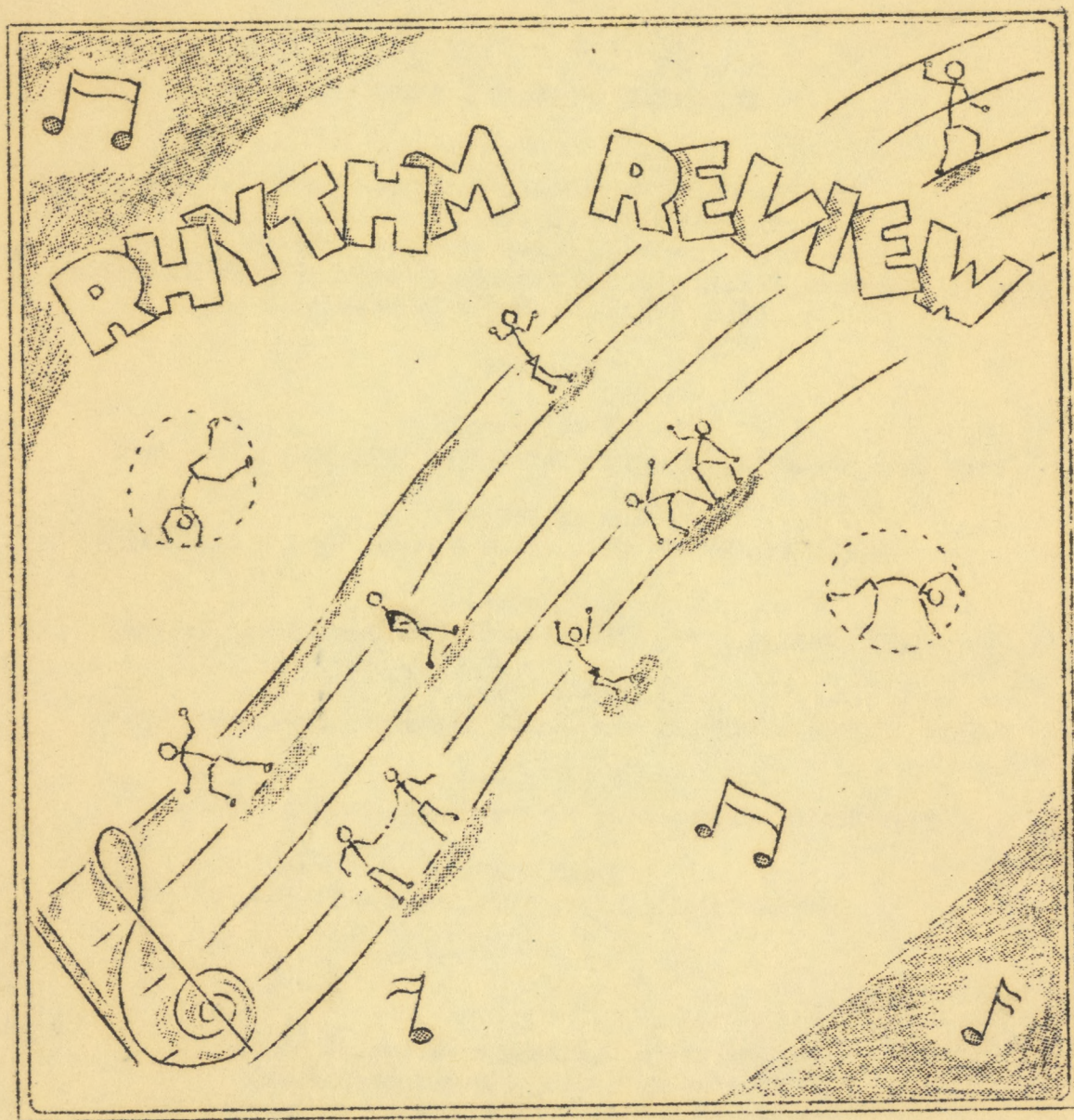
2. Rather than concentrating on the reading period to build up skill opportunities to read are presented in would form through out the day.

- a. The experience of reading is made more vital
- b. The interest is more consistently maintained

C. Maximum individual growth is nearer realization when the child has an individual and motivated reading program.

1. The child can develop, most fully when he is progressing along his interest through reading.
2. A child is given more opportunities to make a contributions through his reading.





MANZANAR ELEMENTARY SCHOOL  
APRIL 26, 1945  
AUDITORIUM



## INTRODUCTION

Rhythmic activities are those activities in which the child responds physically, mentally, and emotionally to music or rhythm. In this program we have not worked for exactness, but rather for an expression of rhythm of each child in his own particular way. From the six different forms of expression in rhythm we have chosen several examples of each, beginning with the most simple and following through to the more complicated. The program is based on the work done by each grade throughout the year in their rhythm class which is a part of the Physical Education program.

### 1. BASIC NATURAL MOVEMENTS

First Grade . . . . . Miss Harriet Brown  
a. run and jump, light run, skipping, walk, gallop

Second Grade . . . . . Miss Marion Van Zandt  
a. Rhythm patterns with basic movements

Fourth Grade . . . . . Mrs. Agnes Belanger  
a. Waltz, Grapevine Polka, steps in pattern

### 2. IMITATION AND INTERPRETATION

Second Grade . . . . . Mrs. Alice Atwood  
a. The Dog, Airplanes, Police Horses

Third Grade . . . . . Mrs. Irene Vaughan  
a. Rhythms with Balls  
Music, "Anchors Aweigh"  
"Yankee Doodle" with Jean Wakatsuki tap dancing

### 3. DRAMATIZATION

Fifth Grade . . . . . Mrs. Ann Cooper  
a. "The Ball Game"  
Rhythms with Balls

Sixth Grade . . . . . Miss Carrie Knipp & Miss Janche Plumb  
a. Tumbling Rhythms  
"Don't Fence Me In"

Sixth Grade . . . . . Miss Dixie Bailey  
a. "Merry Heart" (action song)

Second Grade . . . . . Mrs. Alice Atwood  
a. Community Life Songs

### 4. FOLK DANCES

Second Grade . . . . . Mrs. Helen Hill  
a. Rye Waltz  
b. Point Lightly Partner

Fourth Grade . . . . . Mrs. Ruby Beall  
a. Party Time  
b. Minuet

Sixth Grade . . . . . Mrs. Harriet Miller  
a. Crested Hen  
b. Little Man in a Fix

### 5. RHYTHMS IN SONG

Fifth Grade . . . . . Miss Dixie Bailey  
a. Trees  
b. Breendmer's Stream  
c. Shortnin' Bread

### 6. RHYTHMS WITH INSTRUMENTS

Third Grade . . . . . Miss Seiko Ishida  
a. Manzanar Cadets  
b. Come let Us all Learn to Sing (played on cups)  
c. Bicycle  
d. Happy Home  
d. All for America



## ELEMENTARY EDUCATION STAFF

Dr. Genevieve W. Carter, Superintendent  
Mr. Eldredge B. Dykes, Principal  
Miss Mary Schauland, Supervisor Pre-Schools  
Miss Elizabeth M. Moxley, Supervisor Health and Physical Education  
Mr. Louis Frizzell, Music Supervisor

### Teachers

#### First Grade

Miss Ruth Beckwith, Miss Harriet Brown, Mrs. Mary Alice Earl

#### Second Grade

Miss Marion Van Zandt, Mrs. Alice Atwood, Mrs. Helen Hill

#### Third Grade

Miss Seiko Ishida, Mrs. Gladys Sandridge, Mrs. Irene Vaughan

#### Fourth Grade

Miss Mildred Whitaker, Mrs. Agnes Belanger, Mrs. Ruby Beall

#### Fifth Grade

Miss Dixie Bailey, Miss Vanche Plumb, Mrs. Ann Cooper

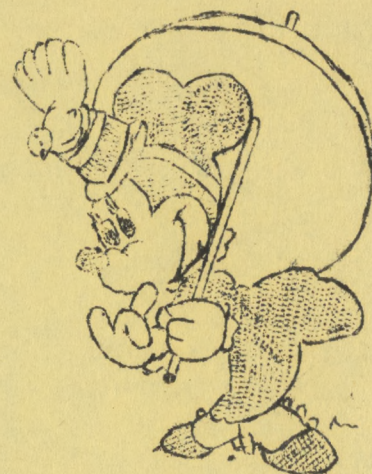
#### Sixth Grade

Miss Carrie Knipp, Mrs. Harriet Miller

The Education Department wishes to thank:  
Michiko Sakamoto, Piano Accompanist  
Shigemitsu Ishii, Public Address Technician



# CHILDREN'S MOVIES



MESS 16

FIRST SHOW-9:00 AM

SECOND SHOW-10:30 AM

SATURDAY-AUGUST 19



TICKETS AT  
16-13-3



# THE MAKING OF AMERICA



MANZANAR ELEMENTARY SCHOOL

APRIL 28, 29, 30, 1944



Narrator: Miss Toshiko Nakamura  
Page: Miss Florence Kuwata

"Let's Go, March".....H. J. Woods  
"Children's Games".....Folk Tunes  
"Beautiful Ohio".....M. Earl  
"Warriors' March".....G. Borch  
MANZANAR COMMUNITY ORCHESTRA  
  
"Yankee Doodle".....Unknown  
JOHN OSAJIMA, ORCHESTRA, CHORUS  
"How Betsy Made the Flag".....Unknown  
HIROKO MANO, GEORGE ASANUMA: 4th GRADE, 30-15  
"Our Starry Flag".....Vandevere  
RHYTHM BAND, 3d GRADE, 32-15  
"Flag Song".....Old Canon  
CHORUS  
"Minuet".....Mozart  
5th GRADE, 21-15; RHYTHM BAND  
"Beneath a Weeping Willow" Dedicated to Geo. Washington.....Hopkinson  
YASUKO HELEN ABE, JANET FUJINO, KIYOMI MUKAI, AMY YOSHIMURA  
"Rhythm Band March".....Vandevere  
RHYTHM BAND  
  
"Wm. Tell Theme" "The Old Gray Mare".....Medley  
LAREN KIHARA, SABURO SASAKI, DANIEL SASSA, HENRY YAMADA  
  
"Beautiful Ohio".....M. Earl  
GIRLS' GLEE CLUB  
"Gliding Down the Mississippi".....Rosenkranz  
CHORUS  
"Heave Ho on a Pirate Ship".....L. Strickland  
4th GRADE, 30-15  
"Missouri Waltz".....arr. by F. K. Logan  
CHORUS  
  
"Clap Yo Hands".....Gershwin  
6th GRADE GIRLS; CHORUS  
"Without a Song".....Youmans  
"Dixie".....Emmet  
"Mighty Lak a Rose".....Nevin  
"Beautiful Dreamer".....Foster  
CHORUS

"Wagon Wheels".....Hill, deRose  
3d, 4th, 5th, 6th GRADE BOYS; ORCHESTRA  
"Rancho Grande".....Uranga  
BOYS' CHORUS  
"Deep in the Heart of Texas".....Swander  
3d, 4th, 5th, 6th GRADE BOYS; CHORUS  
  
"From the Land of the Sky-Blue Water".....Cadman  
GIRLS' GLEE CLUB  
"Indian Dance".....War Dance  
1st, 2nd GRADE, 31-15  
"By the Waters of Minnetonka".....Lieurance  
GIRLS' GLEE CLUB  
  
"Clementine".....Montrose  
CHORUS  
  
"The Night Wind".....Farley  
GIRLS' GLEE CLUB  
"Home on the Range".....Folk Tune  
BOYS' TONETTE GROUP  
"Red River Valley".....Pearson  
BOYS' CHORUS  
"Buffalo Boy Go 'Round the Outside".....Square Dance  
6th GRADE, 9-15  
  
"Who'll Buy My Puppet?".....Old Spanish  
VICTOR MURAKA, JOSEPH YASUDA  
"La Cucaracha".....Spanish  
6th GRADE, 21-15  
  
"America, the Beautiful".....Bates  
"The Caissons Go Rolling Along".....Field Artillery  
"Anchors Aweigh".....Navy  
"Air Corps Song".....Air Corps  
"Marines' Hymn".....Marines  
"God Bless America".....I. Berlin  
CHORUS  
  
"America, I Love You".....Gottler  
CHORUS



THE EDUCATION DEPARTMENT WISHES TO THANK:

THE PARENT TEACHERS' ASSOCIATION, Mr. H. K. Murakami, Executive Secretary, for their generous assistance in providing the incidental expenses, costumes, etc., for this pageant. Mrs. Riye Yoshizawa designed and cut the costumes which were made by the mothers and teachers. Miss Ruby Hori made the wigs and the horses.

THE BLOCK MANAGERS' ASSOCIATION, for distributing the tickets.

THE PUBLIC WORKS DEPARTMENT and Mr. A. M. Sandridge for stage construction, lights and accessories.

THE SECONDARY SCHOOLS ART DEPARTMENT and Miss Anita Nicolaus for the map of the United States and the program cover design; Miss Elsie Seno for the programs.

PUBLIC ADDRESS TECHNICIANS Joe Sakai, Tadao Shintani, Shigemitsu Ishii.

ALL THE PARENTS AND FRIENDS who have assisted with this program.

THE ORCHESTRA

PIANO ACCOMPANISTS: Trudes Osajima, Meriko Hoshiyama, Joan Umeda, Gladys Sandridge, Phyllis Smith

VIOLINS: Lily Fukuhara, Onichi Yagi, Esuke Tanabe, Yoshiko Yamaguchi, Ayako Nomura, Rutaro Hori, Toshio Okui

CLARINETS: Shinta Kadona, Yoshindo Shibuya, Henry Yamaguchi

SAXOPHONES: Shoji Katayama, Takeshi Shindo, Jimmy Hosokawa

TRUMPETS: Bill Wakatsuki, Noburo Yato

TROMBONES, BASS: Roy Nakagawa, Kazutoshi Mayeda, Ray Kayano

DRUMS: Fred Miyake, Hideo Yokomizo, John Osajima

MANAGER MUSIC HALL: M. Shiozaki

ELEMENTARY EDUCATION STAFF

Dr. Genevieve Carter, Superintendent; Mr. Clyde L. Simpson, Principal; Miss Elizabeth Moxley, Supv. Physical Education; Mrs. Melva Nielsen, Supv. Music; Miss Mary Schauland, Supv. Pre-School and Kindergarten.

1st GRADE: Miss Beckwith, 3-15; Miss Job, 20-15; Mrs. Smith, 31-15.

2nd GRADE: Mrs. Hill, 3-15; Miss Van Zandt, 23-15; Mrs. Atwood, 31-15; Mrs. Beall, 32-15.

HOSPITAL: Misses Thomas, Fukasawa, Ban.

3d GRADE: Miss Hooper, 3-15; Miss Ishida, 21-15; Mrs. Sandridge, 32-15.

4th GRADE: Mrs. Templet, 17-15; Miss Brown, 21-15; Miss Shoaf, 30-15.

5th GRADE: Miss Bailey, 5-15; Miss Lutton, 21-15; Miss Hoshiyama, 30-15.

6th GRADE: Miss Knipp, 5-15; Mrs. Bouche, 9-15; Mrs. Miller, 17-15; Mrs. Pierson, 20-15; Miss Nakamura.