

02.01

67/14  
c



September 18, 1943

*copy*

A FEW GENTLE HINTS FOR TEACHERS:

- I. California forbids Bible lessons of any type in the Public Schools. Since we have almost every religious denomination represented at Manzanar, it is advisable that all teachers follow this state regulation very carefully. Innocent remarks concerning religious matters are often misinterpreted where people with many points of view are present.
- II. It is always advisable for teachers to keep their tempers under control when in the presence of evacuees. The Japanese people do not appreciate any actions which show a lack of emotional control. Calm, courteous behavior even in the face of unpleasant situations is considered very desirable.
- III. Teachers should always register their complaints with the proper authorities. Complaining to fellow teachers or others around the project does not remedy any undesirable situation. In fact, such complaints usually hurt all teachers and particularly the one who is complaining.
- IV. Education personnel should be particularly careful in following all traffic regulations. A few unfortunate incidents have put the spot light on the teachers and as a result each new infraction of the traffic regulations puts the education department in an increasingly bad position.
- V. Education personnel should be very careful in discussing the project policies with people outside the project. The lack of sympathetic understanding of project policies by many people makes any discussions of the project rather dangerous. No one likes to be misquoted because of prejudice against the project.
- VI. Education personnel should be reasonable and tolerant concerning the facilities offered on the project. (Be reasonable in using the telephone. The lines are taxed to capacity at all times. Boy friend visits over the telephone should be limited and short.

Be on time to meet transportation schedules.

If the car is late, be tolerant because nails are plentiful and the driver may be changing a tire. Be tolerant with the boys who are delivering supplies and books. They are trying to supply eighty classrooms. Everyone can't be first.

Be tolerant with other agencies and organizations who



use your classrooms. These groups must have a place to meet. They are usually grateful for the opportunity to use the room and considerate in handling the equipment.

Everyone on the project is doing all that is possible to provide reasonable conveniences for the project personnel. This is a time of all-out war and no community is able to provide peace-time conditions.

- VII. All teachers should be very careful to avoid unpleasant discussions concerning segregation.

All discussion concerning dates when segregation will take place should be avoided.



## EDUCATION DEPARTMENT REPORT

The primary objective of the Education Department at Manzanar has been to offer schools that would allow the children to continue their education uninterrupted and without loss of credit. A competent staff of 65 certified appointed personnel and assistance from trained and qualified evacuees have made it possible to provide an educational program that meets the standards of the California Public Schools. Manzanar high school children have come from 207 different schools; its elementary children have come from 226 different schools. By developing school morale, by building a democratic relationship between pupils and school administration, and by a step-up summer school program, we have been able to unify and bind together the school population with constructive school spirit and cooperation.

### I. ACCREDITATION

Attached are exhibits A and B which are copies of letters from the University of California and the State Department of Education, which evidence the fact that our high school has been officially accredited and recognized as meeting the required standards of California. Exhibits C and D are letters of approval from the State officials evidencing that our elementary schools meet the California public school standards.

### II. CURRICULUM ORGANIZATION

#### 1. Nursery and Kindergarten

Manzanar schools have organized a pre-school education program which includes nursery for 2-year olds to 3-year olds and kindergarten for those from 3 to 6. Exhibits E and F are attached which illustrate the type of program carried with full time supervision and an appointed personnel pre-school supervisor and a staff of 15 evacuee teachers.



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> <sup>‡</sup>
Nursery	214	197.23
Kindergarten	143	891.55
Elementary	805	
High School	979	961.37
Adult Education	1579	

#### PERSONNEL

	<u>Caucasian</u>	<u>Evacuees</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

<sup>‡</sup> 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.



WAR RELOCATION AUTHORITY  
MANZANAR RELOCATION CENTER  
Manzanar, California

November 3, 1943

TO

RALPH P. MERRITT, PROJECT DIRECTOR

Summary report on visit with recommendations on school  
housing and school administrative practices--for the education  
section.

by \_\_\_\_\_  
N. E. Viles  
Educational Adviser



SCHOOL ADMINISTRATION  
in the  
MANZANAR RELOCATION CENTER

In order to provide a basis for future recommendations and for Washington-Manzanar correspondence on school administrative problems this report is divided into two sections. One part is devoted to statistical data and general information on administrative practices and problems. Another part is devoted to recommendations. Of necessity there will be some overlapping of the two parts. In the short time available it was not possible to cover or analyze each problem, condition or administrative practice. However, attention was given to most of the major problems and features of the program.

PART-ONE

SCHOOL DATA

ENROLLMENTS:

Elementary-October 8, 1943

Kindergarten	142	Grade 4	132
Grade 1	137	Grade 5	110
Grade 2	147	Grade 6	156
Grade 3	<u>122</u>	Special	<u>17</u>
		TOTAL	963

After segregation is completed it is anticipated that the elementary enrollment will drop to about 813. This does not make allowance for any possible loss through relocation.

High School-September 6, 1943

Grade 7	136	Grade 10	164
Grade 8	122	Grade 11	198
Grade 9	146	Grade 12	<u>229</u>
		TOTAL	995

Grand total elementary and secondary----1953

It is estimated that about 140 high school pupils will be lost through segregation and that the enrollment after segregation will be about 855 if there is no loss through relocation during that time. (The above estimates on enrollments may increase or decrease as leave hearings and other factors effect enrollments.)

Nursery School Enrollment:

Age: 2 years	3 years	4 years	Total
37	111	79	227



Adult and evening school enrollment about 2000.

#### TEACHERS:

Numbers listed below do not include Superintendent, Night School Supervisor, Principals, Supervisor of Student Teachers, Librarian, or Vocational Adviser. They do not include all senior elementary, vocational or head teachers, and regular high school and elementary teachers, all of whom are counted in determining quotas allocable or allocated. Nursery and adult teachers not included.

	Number now employed	Number allocable Present enrollment	Number allocable on anticipated enrollment after segregation
Elementary	16	24	20
High school	31 (1)	28	24

(1) Miss Potts listed as head teacher is now acting as assistant high school principal. Several others are devoting  $\frac{1}{2}$  time to Junior College or adult classes. Two high school teachers are supervising elementary classes about  $\frac{1}{2}$  time (Physical Education and special classes.) There is no certified resident evacuee teachers. Assistant resident teachers: Elementary 12 and high school (not sure but there seem to be at present about) 13.

#### RECORDS AND REPORTS:

In general record and report forms are well planned and properly used. Pupil records, pupil book issuance lists, and others are quite good. It seems that in using, WRA form #96 for requisitioning expendable supplies from the warehouse that the elementary school teachers clear requests only through the office while high school teachers may pick their own supplies. Probably one system for both schools, preferably office clearance only, is better. Attendance records are properly maintained. Form J-46 seems still to be used for high school transmittal of Transcript of High School Record. An official WRA form has been prepared for this purpose and as soon as received this form should be used and the old form discarded.

#### JANITORIAL SERVICE:

Most of the janitorial service in the schools is now being handled and supervised from the Operations Division. However, it seems that the proposal from the Washington Officer is that school janitorial shall be assigned to and supervised by the schools. This is not a serious problem and 5 repair, etc, janitors are now assigned to the schools. The janitorial service is not particularly good. Janitors do not have many duties between 9:00 o'clock A.M. and 4:00 o'clock P.M. The janitors are not (except 5 special men) responsible to the school. Often times, classrooms are not warmed up before school opens, and some small repair and cleaning tasks are neglected.

#### SCHOOL HOUSING:

##### Elementary School:

n At the present time the nursery and elementary schools with a combined enrollment of 1190 are housed in 12 barrack buildings in 12 different blocks; 1-14 also 3, 5, 9, 11, 17, 20, 21, 23, and 30 and 31-15. The walls are ceiled and the floors are covered. These provide:



the floors are covered. These provide:

26 - 25' rooms  
3 - 33' rooms  
7 - 50' rooms  
1 - 100' rooms

With these scattered rooms supervision and group activities are difficult to handle effectively without a waste of time. These rooms would house 1100 to 1200 pupils. However, the many small rooms make it necessary either to hire more teachers or to overcrowd the small rooms. As a result many rooms are overcrowded with 40 to 43 pupils in rooms large enough for only 25 to 27.

The lighting in the rooms is not good. Some rooms have window glass area of about 48 square feet and need 100 to 110. In many spots in some of the rooms the illumination was, by test on a sunny day, only 6 to 9 F.C. when 20 F.C. should be considered standard on all pupil's desks. In order to seat the pupils in the small door steps are hazardous.

The toilet facilities are not adapted to the use of small children. Urinals, wash troughs, and stools are too high. The only drinking fountain in some places are faucets so high that small children cannot easily reach them.

#### High School:

The high school is housed in block 7 and in 1 barrack in block 1, part of the barrack and the ironing room in block 2. These provide about 18-25; 6-33; 2-24 to 26; 1-30; 3-50; and 2-20' classrooms with one physical education room of 100; one of 75; a shop of 100; and a study hall about 40' x 80'. If it were possible to fill each of these rooms each period of the day they would house about 1150 pupils. Because of schedule conflicts and variations in class size 100 percent utilization is not feasible. At one period of the day 206 pupils are housed in the study hall with an illumination near the center of 6 to 8 F.C. with the lights turned on. Some 25' rooms have only 5 windows and have an illumination of only 5 to 7 F.C. in dark areas. Rooms that have all partitions ceiled and have been painted are better. Some of the stoves are too small for the space to be heated. In some instances residences and classrooms share the same barrack.

#### THE GIBSON-THUNBERG SCHOOL BUILDING REPORT

In april, 1943, Mr. Gibson and Mr. Thunberg made recommendations on school plant improvements. This report seems to have been based on the assumption that the elementary school and the classroom sections of the high school would not be erected. They did recommend the erections of an auditorium, shops and health unit with alterations or improvement of existing buildings. A summary of these recommendations follows:

#### High School

##### Construction

Erect auditorium, shop, health unit, locker rooms, showers--  
in fire break next to block 7.



### Remodeling in Block 7

1. Move partitions 37 install 25
2. Add 60' to science building
3. Line walls-partitions with plasterboard
4. Provide broom closet each barrack
5. Close west windows-add 180 windows on east side of 16 barracks
6. Install 336 window shades
7. Add 54 light fixtures
8. Paint walls and ceilings
9. Construct 6' x 6' vestibules-total 32
10. Close double doors at end - provide 88 new doors
11. Flask around chimneys
12. Add 30 large room heaters
13. Paint cement floors in two ironing rooms
14. Install 4 drinking fountains, one additional urinal trough, ten water closets (girls toilet.)
15. Install plasterboard, linoleum building 7-14.
16. Provide 30" x 36" x 6' supply closets each room
17. Add 600' shelving room 7-13-2
18. Build stage 7-3-2
19. Provide linoleum-floor kitchen 7 and room 7-12-4
20. Provide towel rack, kitchen 7, also storage 10' x 4' and cupboard 2' x 2' x 6'
21. Provide 3 supply closets 4' x 6' x 6'

### Elementary school

Not to erect building but to remodel buildings then used as follows:

1. Remove 17 add 16 new partitions
2. Line each side of new partitions
3. Black out west windows, add 132 east windows
4. Weatherstrip windows
5. Install 252 window shades
6. Install 87 new doors-into and between classrooms. Close double doors at end of building
7. Provide large heaters for rooms where needed.
8. Paint each classroom
9. Provide 30" x 20" janitors supply closet each building
10. Install 24 drinking fountains
11. Provide 200' blackboard, 500' (lineal) chalk tray
12. Provide 33 3' x 3' x 1' cabinets
13. Install shelving
14. Add 36 lights
15. Flask around flues
16. Erect 33 (8' x 10') vestibules
17. Erect 6 classrooms, office and supply rooms.

Of the improvements recommended for the high school numbers 2, 4, 5, 9, 13, and 14 have either been made or should be ignored in future planning. No. 5 should not be done. No. 3 has been cared for on outside walks but not for all partitions.

For the elementary school numbers 3, 9, 16 and 17 will not need be considered further regardless of where the elementary school is to be located. If it is later grouped into one block some or most of the other changes should be considered. There,



together with some changes needed in the high school will be considered in part two under recommendations, or will be considered in future recommendations if and when it seems to the Project Director, acting under the Director of the WRA; that it is wise to proceed with a remodeling or construction program.

This part of the report outlines certain conditions noted. It is not intended to imply that the schools are in a bad condition and that changes should be effected immediately. The schools are and have been doing a good job under adverse conditions. School and other of officials contacted on the Center seemed anxious and willing to aid in providing for the schools the best possible facilities under existing conditions.

## PART TWO

### RECOMMENDATIONS OR SUGGESTIONS

No major and few minor changes in the school administrative program are recommended at this time.

#### 1. SCHOOL BUILDINGS

Lacking definite information on the proposed future program in the Manzanar Center project officials to plan any major changes. This seems wise and no major changes are suggested here. There are few improvements that might be included under the current maintenance program. Inclusion of a few of these would be of value in the school program.

#### A. Maintenance Improvements

1. Toilet facilities for the elementary pupils could be improved by: Placing platforms or wide benches before a part of stools, urinals, and wash troughs in toilet rooms used by elementary pupils. Drinking facilities could be improved by installing fountains if available, if not by placing benches in a position where pupils could use them when drinking.
2. Lighting in the darker rooms could be improved by one or all of three methods. Painting ceilings and upper walls with light reflecting water mix paint, increasing wattage of lamps, or by installing one or two additional windows in darkest rooms.
3. Floors  
Covering exposed floor boards with wide cracks between them in some class rooms would improve conditions. One such spot may be found in the high school home economics rooms
4. Doors and steps  
Some loose doors or others that won't close tightly could be repaired. Some of the narrow exit steps could be widened or replaced by small platforms.

#### SCHOOL PLANT OPERATIONS

1. Heating  
Janitors might be instructed to start fires in morning in time to have rooms warm when the pupils arrive.



2. Working schedule

The development of specific instructions on methods of work, process to be followed, and a schedule of duties might aid in making more efficient use of this janitorial service available.

C. School Warehouse and Storeroom Procedure

Incoming school supplies are now assigned in most cases to a school warehouse. From there some of the supplies are reassigned to school unit stock rooms. It seems that these supplies are not charged to the school unit in cost accounting until the supplies are distributed to individual teachers. The plan seems to be working and we are making no specific suggestions for change. However, the accounting procedure might be simplified so far as any school records are involved if materials were to be charged to the school unit when requisitioned to and placed in the school unit (elementary, high school, etc.) stock room.

D. School Property

The project property officer assigns to the schools certain properties used by the schools. These are in turn assigned by the central school office to the various school units and rechecks of inventories are made quarterly. The property record cards in the central office do not in many cases show location or assignment of the property. We understand that this designation is to be added to the cards. This seems good.



PART TWO

RECOMMENDATIONS & SUGGESTIONS

ELEMENTARY SCHOOL--

In the post-segregation period it is anticipated that the enrollment in the elementary school should drop to about 815 kindergarten-grade 6 inclusive. It is proposed that these pupils be grouped into one block near the center (Block 16 is considered). If this is done the space needed will be about as follows:

- 21 classrooms 33' long-require 7 barracks
- 3 kindergarten rooms 50' long-require  $1\frac{1}{2}$  barracks
- 1 sewing room 50' long-require  $\frac{1}{2}$  barrack.
- 1 activities and assembly room in mess hall.
- 1 school stock room can use laundry room.
- 1 library room 50' long-require  $\frac{1}{2}$  barrack, might use ironing room, unless assigned to janitors, if so, kitchens of mess hall might be used if partitions are removed. One or two smaller rooms to be determined.

One barrack for offices, health room, and workroom. (Note if the kindergarten pupils are not moved to the central location the (3) 50' rooms could be omitted). The total would require the use of the mess hall, laundry room, ironing room, and 10 or 11 barracks leaving 4 or 5 barracks for other uses. In order to provide the facilities needed certain changes should be considered. Some of these are:

1. Reset partitions to provide rooms listed.
2. Rooms not ceiled should have walls, ceilings, and partitions ceiled.
3. Cases should be moved from present locations, as should blackboards. However, 2 additional 4 to 6' wall shelves should be provided for each room and chalk trays should be provided for all blackboards.
4. Coat strips should be provided at the rear of each room.
5. All ceilings and walls should be painted with water mix paint, having light reflecting value of over 7- per cent for the ceiling, and 60 for the walls.
6. Each 33' classroom should have a minimum of 4 (with 6 preferred) 100 watt lamps.
7. Each 33' classroom should have at least 8 windows.
8. Light weight, light color translucent window shades should be provided.
9. Patch or complete surfacing of floors with linoleum.
10. Doors--  
Close double end doors. Repair others or replace with substantial doors. Provide light connecting door between classrooms. Provide latches and locks for exit doors. Remove small exit steps and replace with landing and steps.
11. Toilets--  
Lower wash trough and urinals to adapt to size of children. Provide at proper height 4 or 5 fountains each toilet. Place platform in front of stools to adapt to use of small children.
12. Provide heaters of ample size to heat 33' rooms. Two or more smaller heaters may serve larger rooms.



## High School

1. Move partitions to provide 33', 50' rooms.
2. Paint walls and ceilings as outlined for the elementary rooms.
3. Finish ceiling both sides of partitions.
4. Provide minimum of 4--100 watt lamps each 33' room.
5. Provide larger heaters some rooms.
6. Provide windows need (8) total each 33' classroom. Some now have 7, others have 8.
7. Window shades as for elementary.
8. Doors--as for elementary.
9. Patch and complete covering floors with linoleum.

## Construction--

Problems of erecting auditorium and shop should depend on probable life of or plans for the project, cost, etc. If auditorium is erected a change in plans may effect a saving without handicapping the program.



## FUNCTION OF THE EDUCATION DEPARTMENT

1. Bob Brown
2. Mr. Temple
- 3
- 4

The function of the Education Department is to develop an educational program for an evacuation center of 10,000 people.

The levels of instruction are as follows:

1. Nursery Education

To set up nursery classes for evacuee children of the ages of 2-5 years. Half-day nursery care is provided at the present time. Should it be necessary to release more nisei mothers for labor, it would be advisable for the Education Department to set up one or two all-day nursery centers.

2. Kindergarten

Kindergarten classes offer educational instruction on a half-day basis to all evacuee children 5 years of age and to those who are not yet mature enough to enter first grade reading instruction.

3. First grade through sixth

The elementary school extends from nursery through sixth grade. It is the function of the Education Department to provide educational opportunities for all children of elementary school age, and, as near as possible, to meet the State standards set up for elementary school instruction.

4. Secondary school

The function of the ~~elementary~~ <sup>secondary</sup> school is to provide educational opportunities for all evacuee children seventh grade through twelfth. It should offer a high school diploma from an accredited high school at the termination of the secondary school requirements.

5. Adult

Adult education offers educational opportunities for evacuees who are beyond the high school age level. The range of classes offered are determined by the needs of the adults in the community. Craft classes, such as weaving, represent one type of adult instruction. Forums, current events classes, non-English speaking groups, Acappella choir, and University of California extension courses represent types of instruction offered. In all cases adult education classes represent an obligation on the part of the student for regularly scheduled classes and he is held accountable for attendance and certain preparation.

Supplementary Departments:

1. Guidance

A counseling assistance is offered to school age children in matters relative to vocational preparation, personal adjustment, and attendance. Health instruction and supervision of health is also a function of this department.



2. Libraries

It is the function of the Education Department to provide reading opportunities for a community of 10,000 evacuees.

3. Visual Education

This service offers visual aids to teachers for class instruction, to pupils who are directed by teachers for additional materials relative to school work, and to other evacuees who are interested in science and museum exhibits.

4. Guayule research

Because the guayule work is definitely not production, and it is concerned with research and experimental situations, it is the function of the Education Department to sponsor and direct this important project. The educational opportunities offered in the guayule research have already been utilized by excursions on the elementary level, in the agricultural department of the high school level, and through University of California extension classes now being developed on the college level. Preparation is under way for the publication of two research articles on the guayule work.

5. Student relocation

It is the function of the Education Department to offer educational counseling on the college level for students who wish to relocate to a mid-west college.



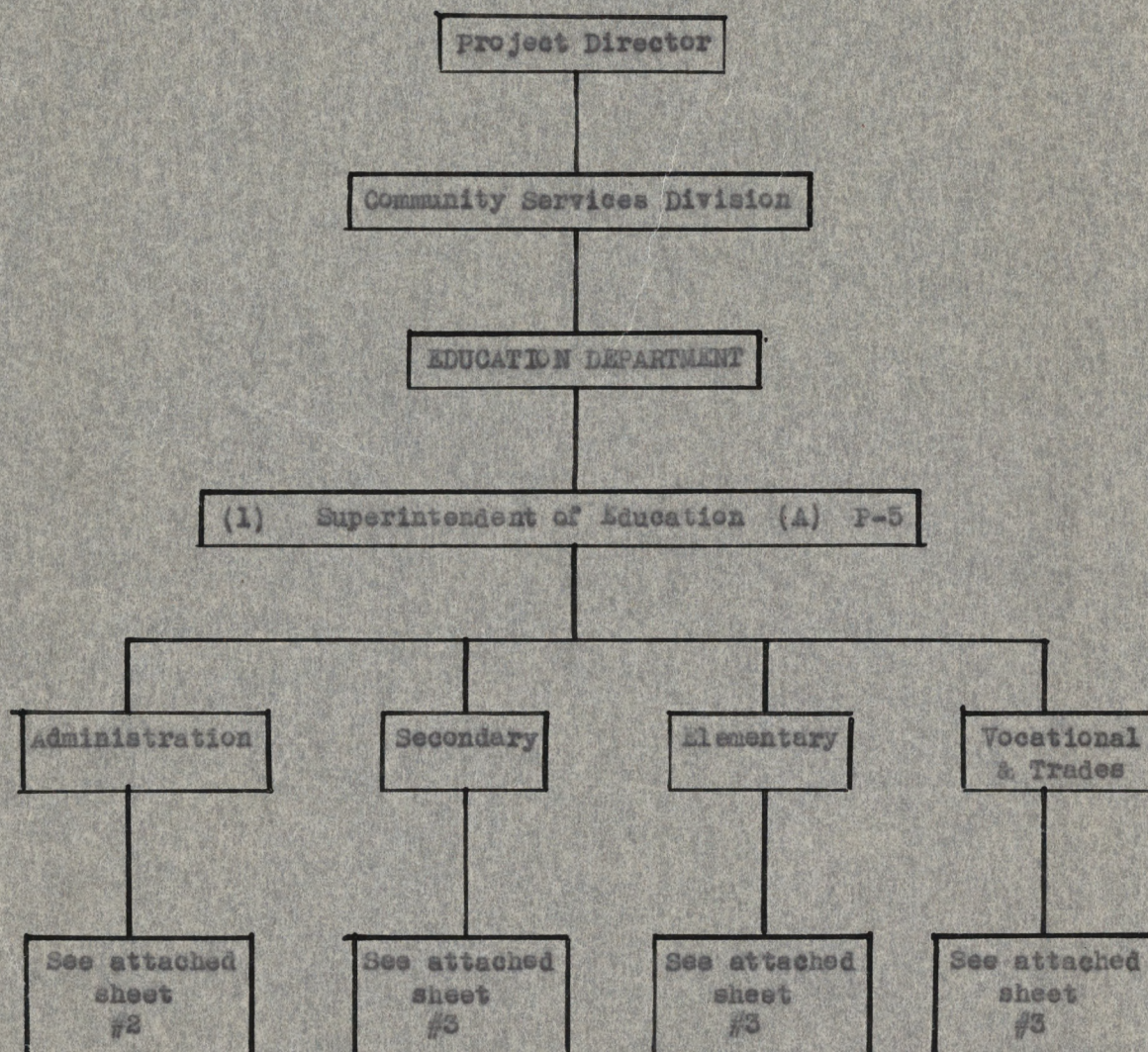
3-11-43

FIVE

# ORGANIZATIONAL CHART

## EDUCATION DEPARTMENT

Manzanar War Relocation Area  
Manzanar, California





Administration

SUPERINTENDENT'S OFFICE

(1) Clerk	(A)	CAF-4
(1) Secretary	(E)	el9
(5) Stenos. & Clerks	(E)	el6

BUSINESS ADMINISTRATION

Business Office

(1) Clerk	(A)	CAF-3
(1) Asst. Supv. Clerk	(E)	el9
(7) Clerks	(E)	el6
(1) Supv. of warehouse	(E)	el9
(4) Clerks, warehouse	(E)	el6

Maintenance & Transportation

(1) Supervisor	(E)	el9
(40) Custodians, Truckers, Repair Men, etc.	(E)	el6

SUPERVISORS

(1) Vocational Adviser	(A)	CAF-7
(1) Health & Physical Education Adviser	(A)	CAF-7
(1) Supervisor of Student Teachers	(A)	CAF-7
(1) Curriculum Adviser	(A)	CAF-9

LIBRARY

(1) Librarian	(A)	P-1
(1) Asst. Librarian Supervisor.	(E)	el9
(20) Librarian Aids	(E)	el6

VISUAL EDUCATION

(4) Director, Artists, etc.	(E)	el9
(2) Clerks	(E)	el6



Secondary

(1) High School Principal	(A) CAF-11
(1) Asst. High School Principal	(A) CAF-9
(1) Clerk	(A) CAF-3
(4) Assistant Clerk	(E) \$16
(1) Attendance Counsellor	(E) \$19
(3) Vocational Teachers	(A) CAF-6
(36) Secondary Teachers	(A) CAF-5
(7) Student Teachers	(E) \$19
(10) Teachers Aids & Room Workers	(E) \$16
(3) Substitute Teachers	(E) \$19
(2) Study Hall Supervisors	(E) \$19

Elementary

(1) Elementary School Principal	(A) CAF-9
(1) Asst. Elementary School Principal	(A) CAF-7
(1) Clerk Stenographer	(E) \$19 or (A) CAF-2
(3) Clerk	(E) \$16
(33) Elementary School Teachers	(A) CAF-3
(4) Student Teachers	(E) \$19
(9) Teachers Aids & Room Workers	(E) \$16
(1) Supervisor, Nursery	(A)
(2) Asst. Supervisor, Nursery & Kind.	(E) \$19
(30) Nursery Teachers	(E) \$16
(8) Kindergarten Teachers	(E) \$16

Vocational and Trades

(1) Night School Director	(A) CAF-9
(1) Secretary	(E) \$19
(3) Clerks	(E) \$16
(4) Asst. Supervisors	(E) \$19
(12) Teachers	(E) \$19
(9) Teachers	(E) \$16



FILE

September 8, 1942

## MANZANAR SCHOOL

The school session will be for a period of eleven months out of the year with classes to be conducted from 8:30 a.m. to 4:15 p.m. The day will be probably divided into eight periods with one extra for activities such as hobbies, clubs, etc. Perhaps, there will be study periods within the eight periods set aside for classroom work. (To my thinking, this seems to be fantastic hours of school since I am so used to the Los Angeles School System hours; however, perhaps the question of hours may be remedied later.)

In accordance with the California State laws, all persons under eighteen years of age will be required to attend school. Students over sixteen years of age may have the opportunity of attending school half-day and working as apprentices to some trades or occupations during the other part of the day. The students will be paid the apprentice wage-scale on an hourly basis. In this manner, persons taking vocational courses will learn the practical applications of the material learned in the class rooms.

There will be certain required subjects for each grade in addition to elective courses where a student may have his choice of classes. The required subjects will be in conformance with the California State requirements for primary and secondary schools. In this manner, all the work completed in Manzanar will be recognized within and without California. Thus, the colleges and universities will recognize the diplomas conferred by the Manzanar High School.

The procedure being followed at the present time is as follows:

The Education Department of Manzanar determined from the Census Records files the number of schools, both primary and secondary, represented by the people who were former students. Each school was contacted, and transcripts were requested for the students from their respective former schools. When the students' transcripts arrived, they were notified so that they might be helped by the teachers in Manzanar in preparing a list of subjects to be taken. Registration of students of the secondary level is being conducted at 7-4-4 under the supervision of Mr. Leon C. High who is the Principal of the High School. Caucasian teachers are assisting with the work of registering and counseling the students.

The sources of the above are Dr. Carter, Superintendent of Education and Mrs. Chester, one of the high school teachers.

*Report submitted  
by Paul H. Kusuda*



Meeting with Education Department--September 2, 1942

Length of meeting--between 9:25a.m and 10:30 a.m.

The gathering was for the purpose of hearing the ideas and suggestions of Mr. Allen C. Blaisdell from the Regional Office, War Relocation Authority. Mr. Blaisdell has already been to the Tulalake Reception Center on behalf of the Education Office; therefore, he brought a few ideas to broach here. The first suggestion was that an analysis should be made of the production end of Manzanar to recruit the training staff. An excellent idea would be to establish training courses in conjunction with junior colleges in Southern California. He thought it would be advisable to begin with a nuclear core group of subjects and students.

Text-books and study outlines might be forth-coming as a loan or gift from the University of California. The probable costs to be borne by the students would be for the equipment such as text-books and materials and supervisory expenses such as traveling expenses for the lecturers. The guayule project should not be through the extension courses since the courses are to be for college credit. The idea of extension courses in Manzanar is primarily for the junior college basis. Students above the junior college level should and would be encouraged to go out of Manzanar to Eastern and Middle-Western colleges and universities. In relation to relocation by individuals in inland parts of the United States, it was stated that Mr. Dillon Meyer declared that he felt that the W.R.A. would be a failure in his opinion if there are too many Japanese left in the camps at the termination of the war. Mr. Blaisdell predicted that within about six months, the production people all over the country will be asking for any and all kinds of man power. The example was cited of the clamor for nurses which has already begun.

Regarding the matter of instruction courses, it was pointed out that camp personnel and the Caucasians in camp would be utilized as much as possible to assist in the teaching program. Names suggested were Dr. Carter, Dr. Woods, and Dr. Bruce. The policy at the beginning will be not to do too much at once. It was deemed to be much more advisable to branch out slowly as the necessity arose from time to time. It was stressed most emphatically by Mr. Blaisdell that the teaching field probably will not be too great for the Japanese who are aspiring to become teachers. Dr. Carter then stated that the teachers could be used in the Post-war period in the various Japanese communities and also with the Indian Service.

Basic courses suggested at the meeting held at Tulalake Center were:

- a. English--Subject A, 1A, and 1B
- b. History--4A and 4B, 8A and 8B
- c. Mathematics--1, C, and 3A and 3B, and 8
- d. Science--Zoology 10  
Physics 10  
Botany 12
- e. Psychology--1A and 1B
- f. Economics--1A AND 1B

THESE COURSES ARE OFFERED  
BY THE UNIVERSITY OF CALIFORNIA\*\*\*



Courses suggested as those which ought to be taught were:

- a. Floriculture
- b. Cooks' and Bakers' School
- c. Automotive mechanics
- d. Cosmetology
- e. Office Management
- f. Community organizations and services
- g. Police Training
- h. Directed reading in American literature

The above courses will probably assist a great deal in Post-War America for adjustment economically and socially.

Dr. Carter, Mr. Blaisdell, and Mr. Ferguson (Adult Education) decided to go together to visit LAOC and UCLA. They are to leave ~~August~~ <sup>Sept.</sup> 3.

Thomas A. Nakashima  
Paul H. Kusuda



## ACTIVITIES WITHIN THE EDUCATION DEPARTMENT

*file  
special  
reports*

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 the 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.



Manzanar, California

March 13, 1945

MEMORANDUM TO: Mr. Arch Davis, Office of Reports

FROM: Genevieve W. Carter  
Superintendent of Education

SUBJECT: Education Report for Spanish Consul

The following brief summary outlines the education report from June of last year through February of this year.

The school year closed on June 16. There were 177 seniors who graduated from the Manzanar High School on June 18. During the summer the education section personnel coordinated their program with the Community Activities Section and an extensive summer activity program was carried on. The attached bulletin describes this program in detail.

#### School Program Fall Term

The Manzanar Schools reopened on September 11. Every teaching position was filled and the education staff consisted of the following state credentialed personnel: superintendent, high school principal, high school vice principal, 21 high school teachers, librarian, vocational teacher, elementary principal, supervisor of nursery schools, 15 elementary teachers, and one director of adult education. There were also 11 competent evacuee teachers who were part of the education staff. The school enrollment in October was as follows: Elementary school, kindergarten through 6th grade, 682; secondary, 7th grade through 12th, 673; nursery schools 98; adult school attendance 400.

#### Changes in Program Since the May 15 Report to the Spanish Consul

The elementary schools have been consolidated in one block which makes for improved school administration and play ground facilities. We now have centralized elementary libraries, a toy loan library, a mess hall assembly for rhythm work and a well equipped health clinic.

The Cosmetology School has graduated a second class of girls who have completed their 1000 hours of beautician's work. Three short term classes of Auto Mechanics training have been completed. Cabinet Making, tailoring, and an extensive commercial program have offered vocational opportunities to several hundred



evacuees. The completion of the community auditorium has improved facilities for teaching physical education and is in use nearly every night as a meeting place or a social center for the residents.

Japanese language instruction under the direction of the University of California was offered to the residents for a semester's work. About 100 people in the center took advantage of these courses and received university credit. Weekly current events discussions in Japanese language were held for evacuees to which 200 to 300 Issei attended. There was also a course in Current Social Problems and review of non-fiction books which was presented weekly in the Japanese language for Issei.

The library has approximately 10,000 books available to evacuees, about 1092 volumes in the Japanese language. There are also a fair number of books in Spanish, French, and German.

The education section runs a weekly schedule of movies which are of an instructional nature. These are available for class room showing and after school showing for those who are interested.

The school has its scheduled community programs in about the same number as any other public school. The events which are attended by the community and some outsiders are: Christmas Cantata, the Senior Play, School Music Night, Elementary School Pageant, and Parent's Night.



*Education*

May 15, 1944

MEMORANDUM TO: Roy Takeno, Office of Reports  
FROM: Genevieve W. Carter, Superintendent of Education  
SUBJECT: Education Report -- for the Project Counselor Report

The statistics since the Tule Lake segregation of the Manzanar school enrollment has dropped to the following:

Nursery	-	197
Kindergarten	-	111
Elementary	-	645
Secondary	-	777

Manzanar continues to have an adequate teaching staff but can expect to have a more difficult time in filling teaching positions for the Fall term. The critical shortage of elementary school teachers throughout the state will also affect the Manzanar schools.

#### School Program

There is an increased emphasis in the school program on vocational training. The Cosmetology School has graduated its first class of beauticians with a 1,000 hours of work; the new auto mechanics' instructor has a program which will start next week with one class for adults and one class for junior and senior high school students. There is an increased interest in the work-experience program and a larger number of assignments will be made this summer. Most of the apprentice assignments are in offices where the older high school student can receive business work experience. The elementary schools are being consolidated in one block and will move into their new housing the first of next month. There will be an enclosed playground for elementary school program adjacent to the school block; an elementary library and toy and game room is included in the new elementary program. The high school and community auditorium will be finished in time for graduation.

#### Summary

The Manzanar school program continues to compare favorably with other California schools. There is an increased interest on the part of citizens and school representatives in adjacent schools in the type of work that is going on in the Manzanar schools. They appear particularly interested in the Manzanar music program and evidences of progressive educational methods and evidences of work on the elementary level. A good representation from the adjoining communities are always found at our school programs and exhibits. The high school operetta will be presented the middle of June and followed by commencement. There will be 177 graduating seniors.



FILE  
Writings &  
Research

3-30-43  
Article  
for THE NATION'S SCHOOLS  
JUNE ISSUE  
Arthur B. Hochman, Editor  
Univ. of Michigan, Editor  
Ann Arbor, Michigan

## EDUCATIONAL PIONEERING IN WARTIME

MANZANAR RELOCATION CENTER  
MANZANAR, CALIFORNIA

Today, March 21, 1943, there is a quiet orderly celebration in Manzanar. The Manzanar Free Press has distributed a special eighteen page anniversary edition. The wide firebreak between the rows of tarpapered barracks is filled with nearly three thousand people of Japanese ancestry watching a variety program on an outdoor platform. The incongruity of this whole situation is apparent in the program itself. The opening number is The Star Spangled Banner played by the band and sung by this large audience. "St. Louis Blues" by a torch singer, "She'll Be Comin' 'Round the Mountain" by a Hill-Billy orchestra, and Japanese dances by girls with carefully prepared mask-like faces would convey a feeling of cultural confusion to most people.

One year ago today the first Japanese evacuees arrived at a sage-brush covered area in Inyo County which was to be known as the Manzanar Relocation Center. This first contingent were volunteers who left their homes on the Pacific Coast before the forced evacuation went into effect. These 83 men and women moved in ahead of the families to prepare kitchens, shelter, and bare essentials for the coming population. Today's celebration commemorates their arrival.

### A COMMUNITY BEGINS

Barbed wire, watch towers, search lights, and armed guards surround this community of 10,000 people of Japanese ancestry. Sixty-five per cent of the population are American citizens, the others aliens who are not



permitted by law to become citizens.

Every institution in this community has pioneered its way into existence. Housing construction was not completed when the evacuees arrived, and families moved in while carpenters build barracks around them. Babies were born before there was a hospital. There were marriages before there was a church. Education could not wait for facilities and personnel. The spring evacuation had disrupted the children's school term. When the newly appointed superintendent arrived in June, 1942, she found a summer school organized by the evacuees to provide an opportunity for completing the interrupted work.

#### PLANNING THE PROGRAM

As educators we have been called upon here in Manzanar to develop in an emergency an educational program which will meet the unknown characteristics and needs of an over-night community. What educational philosophy and methods shall we follow? How can we educate for living in a democracy when childish minds are bewildered by the sudden uprooting that has brought them here? For what kinds of life shall we prepare them?

There have been many press comments and suggestions reflecting public opinion, urging that all people of Japanese ancestry be sent back to Japan. Such proposals emerge more from war hysteria than from practical or democratic considerations. It is reasonable to plan an educational program which will equip these children for reentering American society.

It seems now that we can use three yardsticks to measure every activity in our school program. Does this activity lead to better



adjustment in community living? Does this activity have a wartime value? Does this activity promote better assimilation into our American society? With Army enlistment and relocation now possible and WAAC enlistment and the draft anticipated, we can definitely direct our vocational program toward preinduction or work in essential industries. We also know that better assimilation into our American society will require more experiences in the use of the English language and a clearer understanding and interpretation of American concepts and ideals.

#### BEGINNING THE SCHOOLS

Like other institutions in this new-born community education developed under pioneer conditions. In June, 1942, one corner of a barrack was assigned as the Superintendent's Office. The same barrack housed the offices of payroll staff, community stores, and social welfare. There were no inner walls or ceilings, so the supports and rafters were plainly visible. Sunlight as well as clouds of sand and dust poured in through the knotholes and open seams. The Education Department began in boom-town fashion, growing in all directions at the same time. The first increase in personnel was the arrival of three credentialed teachers to supervise the already organized summer-session classes enrolling nearly one thousand pupils under resident tutors.

The opening of school in any established school system requires much work and preparation, even when there are already suitable buildings, a teaching staff, pupils with transcripts, a supply of equipment and books, and a previous curriculum and philosophy on which to build.



Manzanar added to the lack of all these essentials the problem of blending a program to fit the needs of children from 212 different high schools and 148 elementary schools.

To secure barrack space for adjacent high school classrooms it was necessary to move out families and crowd them into barrack rooms with other families. Elementary classes were to be held in open recreation barracks, one hundred feet long, with no partitions between the grades. Government procurement was slow and involved. When school opened in October there were no chairs, no books, no desks, and only a few paper supplies. There was a general scarcity of teachers, and the necessity for awaiting Civil Service approval of candidates did not allow immediate employment of teachers at the time of contact. School opened with only half the necessary number of teachers.

The elementary schools began. In wide open barracks with no partitions nearly 150 children were gathered in four groups on the floor or on small benches carried from home. When the class at one end of the building would begin "God Bless America" all the children would join in. Because of the teacher shortage untrained evacuee college graduates were given full room responsibility. Credentialed teachers were spread over the eleven elementary buildings, providing for at least one in each building with three or four evacuee assistant teachers. Stoves for schools were ordered in time, but the shipment was interrupted by other priorities. Consequently, many of the classes had no heat until December.

The high school had its problems with a crowded study hall



conducted in a mess hall with scarcely enough seats for half the group. Evacuee student teachers carried heavy responsibilities here also, and there was a constant turnover. Some classes had six or more different teachers in one semester. The greatest resourcefulness and flexibility was found in the nine nursery centers taught entirely by evacuee personnel. These teachers were ingenious in salvaging scraps of lumber and linoleum, writing friends for toys, and making something out of nothing.

Some educators may say that we should have delayed the school opening until there were adequate physical improvements, sufficient teachers and supplies. The pressure from a community of 10,000 people who place a high value on education cannot be ignored. Twenty-four hundred children in crowded family barracks with little play space and almost no play equipment create a greater community problem than do poor school facilities. The teachers, both credentialed and evacuee, deserve much credit for their resourcefulness and courage during these pioneering days. Teacher housing is not yet completed, and teachers are still living in barracks with small oil stoves, scanty furniture, and the inconveniences of outdoor toilet and showers.

#### MANZANAR IN DECEMBER

What happened at Manzanar during the riot of December is accurately described in the spring issue of Common Ground. It is significant enough to mention here because the mounting disturbance was reflected first in the school children. Rising tensions in this population concentrated in an area one mile square were noticed in the school children about three weeks before the general outbreak. Nervousness, restlessness, gang



fights, and intimidation on a juvenile scale were evidenced from the first grade through the twelfth. Children seem to have a diffused general reaction to the tensions of adults. During the recent registration, when a declaration of loyalty was asked, and the following visit of the Senate investigating committee and FBI agents, the classrooms registered the fear and worry of the adults like a barometer.

Schools remained closed for five weeks during December and January. They reopened with a vote of confidence in the form of petitions from each of the 36 blocks endorsing American schools which should teach a democratic philosophy for living in our American society. It is significant that this week, when the schools presented a Pageant of Nations, the applause was greater for the Indian, Negro, and Colonial numbers than for the Japanese dance selection.

#### EDUCATION IN MANZANAR TODAY

While the schools were closed in December definite progress was made with physical improvements. Linoleum covered the gaps in the flooring, partitions between classrooms were built, stoves were installed, shelves were built to receive the book supply now arriving, teacher recruiting progressed, seats and tables were built as fast as lumber arrived, and all classrooms were insulated with plasterboard. Each teacher received a desk and chair.

Today the schools are in rough barracks but the classrooms have a pleasant, organized appearance. There are blackboards, curtains, bulletin boards, supply cabinets, easels, work tables and other equipment, taken for granted in outside schools but dearly valued in a relocation area. Although the WRA had originally drawn up plans for school buildings



and a school auditorium, it now appears that public pressure against school construction has made building unwise and impossible.

#### Elementary

There are ten nursery centers taught by residents and supervised by an experienced child welfare supervisor. The nursery centers are administered by Clyde Simpson, elementary school principal, as a part of the elementary program. The total elementary (kindergarten through sixth grade) enrollment numbers 1023. A vice-principal and 31 credentialed teachers form the elementary staff. A well-rounded, progressive program is now shaping, and we can say now quite objectively that good elementary instruction is going on. Newly organized classes are the pre-first center for non-English speaking children and a special class at the hospital for handicapped children.

#### High School

The six-year high school under Leon C. High has an enrollment of 1300 students taught by 36 credentialed teachers. Much of the high school Victory Corps is already incorporated, a school paper is initiated, leadership for student body government is being trained, vocational courses are emphasized, and a practical integrated curriculum is being developed.

#### Adult and Vocational

Adult education is directed by Charles Ferguson. Adult English and Americanization classes, vocational training, and University Extension are taught entirely by evacuee teachers or on volunteer time by other appointed personnel. Seventy eight classes are offered to 2027 adult students.



### Other Departments

The student teacher training program has served two valuable purposes. It provided teachers for classes during the weeks before we had completed teacher recruitment. It is serving as vocational training that already has led to midwest relocation. The emphasis on relocation has cut heavily into our student teacher group because they are the most eligible when outside jobs are offered.

Visual Education occupies one barrack under the able direction of Mr. Kiyotsugu Tsuchiya, an evacuee who has 15 years experience as lecturer and curator at Hyde Park Museum, Chicago. The Manzanar Guayule research, laboratory and nursery, is administered under the Education office.

The Manzanar schools have emerged from their pioneering stages, and attention can now be given to the improvement of instruction and curriculum development. Setting the mechanics for an educational system out of sagebrush and empty barracks has required much courage and patience from a sympathetic, cooperative teaching staff.

In theory we know the direction we are leading these school children of Japanese ancestry, but our educational theories often break down in practice. What satisfying answer can we give when social studies classes ask us, "Why are loyal American citizens in a democracy interned because of their race?"



02.06

Japanese Relocation Papers  
Bancroft Library

## CHILD CARE AND YOUTH PROBLEMS IN A RELOCATION CENTER

Manzanar is a war-borne city. It has grown faster than war centers like San Diego, Los Angeles, or the Oakland ship yard area because it sprang from desert and sage brush over-night. The other war-centered cities began their mushroom expansion after the framework and institutions of a normal city were well established. Manzanar sprang up from nothing.

This city of 10,000 people came into existence as war emergency measure when all persons of Japanese ancestry were evacuated from the Pacific Coast. Special busses rolled into the newly created city with several hundred people a day. Tar-papared barracks were constructed, one every thirty minutes. A barbed wire fence, watch towers, flood lights, and soldiers appeared just as suddenly.

Manzanar is an artificial community. The customary pattern of family living has altered as families adjusted to this new controlled type of life. Children's memories are short and many have already forgotten what real houses, stores, street cars, and streets look like. Children have not seen a kitchen stove, a bath tub, a family dinner table or the privacy of a back yard for



two years. They express themselves within the limits of their meagre mile square environment. Their poems, stories and pictures reflect a barren world of watch towers, barbed wire fence, tar-papered barracks, desert flora and high mountains capped with snow. The only animals in their world are cats, dogs, chipmunks and squirrels.

Communal living in this artificial community has altered the pattern of family life and created problems in child care that cannot be easily eliminated. The child must first adjust to the new roles in which he finds his family members. The person most completely displaced is the hard working Japanese mother who now has no kitchen to cook in because all families eat in common mess halls, no fields to work in because they left their farms at evacuation, no children to keep at home because there is no place for children to romp in a room already filled with five or six beds. Most of the mothers have made partial adjustments. Some work in the mess halls, they attend English classes, they take paper flower making and sewing lessons. Their time may be constructively utilized but their role as mothers of a home and a family group is not as important as it once was.



The father's role has altered less. He still appears as the dominant member of the household. He has 8 hours day work that takes him away from the family apartment each day for his \$16.00 month salary. He must use varied techniques to impress his children that he is head of the family and to maintain the position usually afforded the Japanese father, because his children are apt to say, "I don't owe you anything; the government is feeding and clothing me, you aren't."

With the leveling off of wages, with common mess halls where all eat the same food, with organized co-operatives for merchandise needs and no authorization of individual enterprise, with common clothing allowance and identical living quarters there should be only one social level.

It is interesting to notice even with such controlled methods of leveling off the different social strata, how the young and old still struggle for social prestige. The young must belong to clubs and organizations that form select cliques. The athletic team that can come out in flashy uniforms, the club that can buy chickens from the neighboring town and give a big dinner, the boy who gives his girl a corsage of three paper gardenias, the girls' club that wears formals for



the New Year's Eve Dance, all represent the same old struggle to belong to something that can stand above the ordinary level.

The lack of privacy and space has created many of the family problems as well as made it impossible for young people to have any social opportunities at home.

There is no place for young people to "court." There are meeting opportunities at church, dances, parties or at work but no place to privately talk over engagement or wedding plans.

#### INFLUENCE OF THE NON-CITIZEN PARENTS ON THEIR CITIZEN CHILDREN

In order to understand the problems of the children in the community it must be kept in mind that about 60 per cent of the community's population are citizens and represent a very young group, twenty-two years old and under. The majority of the parents are issei, who are not permitted by law to have citizenship and whose ages average 40-65 years. Because of the history of immigration of the Japanese into America the 25 to 45 age group is very much smaller than in the average American community. Old parents, who are not



citizens, and young citizen children constitute a population composition that creates problems that are manifested in almost every phase of a child's life.

Their information on the changing outside world comes largely from the Los Angeles newspapers. The deliberate confusion, on the part of the papers, of the enemy Japan and with the Japanese Americans of California has frightened the people of Manzanar. Children who were so sure of their status as American citizens are confused and bewildered. Parents, who have no American citizenship, are afraid of the future. All citizens 17 and over who are of Japanese ancestry have been called in to attest their loyalty to the United States before appointed Hearing Boards in a standardized interview.

Families were afraid of being separated, of having loyal Japanese American citizens placed in one camp and the enemy alien parents in another. There were gang fights among children, quarrels among neighbors and rumors of all types to increase their fears. In many instances, declaration of loyalty to the country of birth seemed far removed from the security need of maintaining the integrity of the family group. The loyalty question, "question 28", was frequently



interpreted and answered in terms of future security rather than a concept of patriotism.

As one little fourth grader said, "Teacher, my big brother answered "no" on the loyalty question so our family can go to Tule Lake (the center for non-loyal) together and not be separated. So, I'm not an American any more."

When the parents are too possessed by this fear of what will happen to people of Japanese extraction in America, they hold a strong influence over their children. Grown children of twenty-two and twenty-three, who are adventurous and eager to accept good jobs in the more friendly middle west states are held back by the selfish fear of parents. "I am old, you have a responsibility for your parents. I don't want you to leave my side because you might meet unkindness and even physical harm from people outside." These words in different form are said over and over to the children who want to leave the artificial life of the W. R. A. camp. There are, fortunately, many exceptions who leave the barbed wired community, and begin over again with their children on a farm or in war work.

Some of the young people find themselves caught



in a hopeless circle of reasoning and rationalizing and are unable to come to any positive decision. They are caught between the fear that there may not be a place for people of Japanese background in this country and the truthful fact that they are too Americanized to adjust in the country of their parents. Most Nisei can speak a form of "pigeoned" Japanese. Almost none of them can read or write Japanese with any facility and it fairly well known that Nisei are not accepted in Japan.

It has been a heavy blow for the young nisei who had broken away from the culture of their parents and who thought of themselves as being Americans just as second generation Italians or Germans. Loyalty and Americanism do not develop under constant public suspicion and attack. A large number of young nisei do not have the courage required to face a hostile public and will turn to the Tule Lake center (for non-loyal) as a means of avoiding a decision or direct action to solve their problems. The approaching draft of nisei without any legal clarification of their citizenship status is another confused issue for the young men to face.

The problems of the parents and the older children brought about by war events are passed on in a more



confused state to the children. The rights of childhood cannot always be respected during a war time.

#### YOUTH AND DELINQUENCY

Juvenile Delinquent is a label used to designate a minor who has been legally apprehended for some type of anti-social behavior. Manzanar police records show 32 juvenile arrests during the two years history of the city. Delinquency and youth crime have been almost negligible. The registered offenses are 3 on battery charge, 1 "Peeping Tom", 4 burglary, 4 out of military bounds, 4 illegal use of government vehicles, 3 defacing property, 12 disturbing the peace, and 1 on criminal assault who was committed to State Institution for feeble minded. Social Welfare files show only three or four juvenile problem cases that might have been termed as delinquent. The police blotter will show an occasional call to break up a gang who are disturbing church service or trying to "crash" parties.

The amount of serious disciplinary cases in the high school population of one thousand pupils is almost negligible. Disciplinary problems requiring parent conferences do not number more than five each semester. Average daily percentage of attendance for the Manzanar



High School runs about 98 per cent in comparison to around 93 per cent found in neighboring public schools.

There are many special irritants that might stimulate delinquent behavior. Nearly every adolescent or young adult carries feelings of resentment and bitterness about what they believe was an unjust evacuation and treatment of citizenship rights. The presence of armed guards and the flood lights from the guard towers constantly remind them of their forced confinement. The crowded living conditions, the abnormal family situation and lack of normal community outlets create a ready environment for delinquency.

On the other hand, certain opportunities conducive to delinquency are absent. There are no markets for stolen metal, junk or second hand store articles. There are no bicycles to steal and no place to drive a stolen auto. There is no storage room for a pilfering gang to hide their loot. All of the business shops are cooperatives owned by the people themselves.

From the nature of the community we would expect more assault and battery crimes but even among adults the amount is insignificant in proportion to the population.

There are frequent rumors and complaints that girls have been frightened and chased but there has never been



a reported attack. Manzanar has its "Lover's Lanes" but the police never find it necessary to do more than the customary patrolling.

The residents, themselves, may say that their young people are getting out of hand and behaving in a lax fashion. Any misbehavior on the part of children is quickly known throughout the neighborhood because of the close proximity of the families. There are very few secrets among the residents and gossip and rumor travel fast.

As in any community, an accurate picture of delinquency is almost impossible to obtain because of the lack of any reliable yardstick to measure the amount of delinquency. It is safe to say, however, that the rate of delinquency in the relocation center is surprisingly low. There is no general problem of delinquency.

#### THE PROBLEMS OF THE YOUNGER CHILDREN

Community life begins as soon as a group of people live together. There were marriages in Manzanar before there was a church. There were births before there was a hospital. During the first 12 months after opening of a hospital, 131 babies were born in Manzanar. During the next 12 months there were 226 babies born.



the mother has no facilities for sterilizing or heating bottles she must go to her nearest mess hall for baby food service. The mess halls also conduct regular feeding hours for older babies and toddlers. The mess hall table is so constructed with awkward benches attached to the table that mothers always hold the children in their laps and make no attempt to offer an opportunity for the child to learn to feed himself.

The ordinary pattern of Japanese family life finds the mother and father very close to their children. Evacuation has accentuated this. It was interesting to note that for several months after the arrival of families in Manzanar, that mothers would not allow small children to walk about alone. They carried them to the mess hall, to the latrines and to the laundry rooms. This was prevalent throughout the camp and appeared to be mothers clinging to their children because of the mother's insecurity, for the children themselves were eager to explore and find out about their new environment. Mothers still cling to their children but not as marked as in the first few months. The Japanese mother brings her child to nursery and hangs around by the fence long after the child has occupied himself with his nursery school group.



Manzanar has nine half-day nursery centers and kindergarten centers administered as a continuous part of the elementary school program under a pre-school supervisor. All the teachers are evacuees who have been under an in-service teacher training program. Japanese Americans have a natural aptitude as nursery leaders. Their quiet poise, soft voice, and willingness to stay in the child's background, make them excellent natural material for nursery school training. The pre-school program has done much to supplement the family care of the crowded barracks.

Most Japanese mothers are able to nurse their babies and the older mothers in particular, are apt to nurse the child until he is well past three years old. Toilet training is begun early and rigidly enforced. Only the child with a specific physical weakness ever lapses from his strict toilet training.

When five to eight people sleep and live in one room there is seldom an opportunity for proper naps and rest for babies and small children. A sheet or a curtain may separate the child's bed but the one ceiling light is seldom turned out until the whole family retires. Sufficient rest and sleep for children is almost impossible. The pre-school schedule emphasizes a rest program which does



offer opportunity for sleep during each half-day session.

Mess hall feeding creates the greatest gap in the family pattern. The mess hall line is formed outside the doors at meal time and children break out of the line, join other children in their own mess hall or frequently wander about the community and eat in any of the 36 mess halls that happen to be near their place of play. Parents may not see their children all day, until bed time.

Public latrines and showers further break down family privacy. Contrary to propaganda stories, Japanese people are as particular about their privacy in bathing and toileting as any other group of American people. Parents continually complain that children are "learning too much" and are growing "too bold."

The most noticeable point of contrast between the Japanese family pattern and the American family pattern is accentuated in communal living. The average American parents take their children in confidence, discuss family plans with them and give hearing to the opinion or wishes of the children. Dutiful obedience of children to parents is undisputed in the average Japanese family. Family discussion including the children seldom take place under the best circumstances. With complete lack of



privacy, with only plywood walls between neighboring barrack rooms, and with little chance for family conversation at meal time, there is no opportunity for the family group conference. Important discussions such as relocation plans, expatriation, or repatriation are frequently rushed into without consideration of the welfare and wishes of the entire family group.

The general health of the children appears to have improved since evacuation because of a centralized community medical program. Immunization, hospitalization of every communicable disease, and close medical check up are necessary in a city where 10,000 people have been crowded into a mile square area.

The most serious problems in child care are those that are concerned with identifying the child as an American. The very young, whose world has not yet developed beyond their immediate family and neighborhood feel daily tensions and disturbances but do not worry about belonging to a city, a state or a country. It is the young adolescent who begins to wonder where he can fit into the scheme of things. War emergency measures do not offer a satisfying explanation as to why he is deprived of citizenship rights or why public opinion is prejudiced against him.



Fear and insecurity of belonging to a society and being accepted by that society is present in every age group in different forms. They are afraid and nervous about something but they don't always know what. As one fourteen years old girl said, "When I think about going back in to public schools with Caucasians, I get butterflies in my stomach."

Administrators, teachers and welfare workers recognize these problems and have tried to remedy them within the framework of project living. The longer these families are kept in relocation centers the more difficult it will be for them to make a successful adjustment in the outside world.

The only real treatment for child welfare on youth problems created by forced evacuation is successful resettlement in a normal American community and a clarification of the citizenship status of Japanese Americans will be necessary before they will be able to adjust in American communities as American citizens.



# SUGGESTED REFERENCE LISTS

- Ade, Lester K., "War Relocation Centers: Educational Program for Evacuees of Japanese Ancestry", Education for Victory, Vol. 9, No. 18, November 18, 1943, pp. 4-9.
- Adams, Lucy W., "Education on the Relocation Centers", California Journal of Secondary Education, December, 1942, p. 477.
- Armstrong, H. C., "Americans--to be or not to be", Progressive Education, Vol. 20, No. 1, January 1943, p. 12.
- Beatty, Willard W., "Democracy at the Cross Roads", American Teacher, November 1942, pp. 8-10.
- Beatty, Willard W., "What Makes an American," National Education Association Journal, February, 1943, p. 55.
- Bloom, Leonard, "Familial Adjustment of Japanese-American to Relocation," First phase, American Soc. Review, October, 1943, Vol. 8, No. 5, pp. 551-560.
- Bloom, Leonard, "Familial Problems and the Japanese Removal", Research Studies, State College of Washington, Vol. 2, 1943, pp. 21-26.
- Bogardus, Emory S., "Culture Conflicts in Relocation Centers," Sociology and Social Research, Vol. 27, No. 5, May-June 1943, pp. 381-390.
- Carter, Genevieve W., "Democracy Behind Barbed Wire", Nation's Schools, Vol. 3, No. 6, June 1943, pp- 18-20.
- Carter, Genevieve W., "Performance of Japanese-American Children on Standardized Achievement Tests", California Journal of Elementary Education, Coming issue, 1944.
- Douglass, A. A., "Education of Japanese at War Relocation Centers", California Schools, December 1942, pp. 261-262.
- Kallenberg, Jean, "Some Aspects of Controlled Evacuation of Japanese on the West Coast", Family, October 1942, pp. 232-234
- Larison, John, "Jap Crow' Experiment", Nation, Vol. 156, No. 15, April 10, 1943, p. 517.
- Morimitsu, George, "These Are Our Parents", Asia and the Americas, October 1943, pp. 586-589.



Myer, Dillon, "Democracy in Relocation", Common Ground, Vol. 3, No. 3, Winter 1943, p. 43.

Nodera, Isamu, "Second Generation Japanese and Vocations", Soc. and Soc. Research, Vol. 19, pp. 161-165., November, December, 1934.

Sekerak, Emil, "Our Japanese Are Americans", Antioch Alumni Bulletin, Vol. 14, No. 2, February 1943, p. 3.

Shimano, Eddie, "Blueprint for a Slum," Common Ground, Vol. 3, No. 4, Summer 1943, p. 78.

Taylor, George E., "The Japanese in our Midst", Atlantic, Vol. 171, No. 4, April 1943, pp. 104-110.

Tani, William, "American Japanese - Friends or Foes", Free World, Vol. 5, No. 6, June 1943, P. 552.

Tsukamoto, Mary, "Until We Get Home", Christian Advocate, March 18, 1943.

Social Service Review, Vol. 16, No. 4, December 1943, "Child Welfare Problems", pp. 367-375.

War Relocation Authority Documents (In WRA Library, Washington, D. C.)

"Japanese Americans in Relocation Centers," June, 1943.

"Pertinent Facts about Relocation Centers and Japanese Americans", July, 1943.

"Relocating a People", May, 1943.

"Relocation Program", A guidebook for the Residents of Relocation Centers, May, 1943.

"Quarterly Report", October 1 to December 31, 1942.



Minutes of the Coordinating Council Meeting  
Mr. Merritt's Office

November 28, 1944  
3:00 p.m.

Present:

Dr. G. Carter, acting chairman  
Miss Dougherty  
Mrs. D'Ille  
Reverend Bovenkerk  
Mr. Gilkey  
Mr. Nielsen  
Mr. Hon

Mr. Merritt  
Mr. Yasuda  
Mr. Campbell  
Mr. Murakami  
Mr. Stalley  
Mr. Simpson

Absent:

Mrs. Merritt  
Dr. Schwesinger  
Mr. Shikami  
Father Steinback  
Reverend Nishikawa

Mr. Fox  
Mr. Heath  
Reverend Nagatomi  
Reverend Abe

The meeting was called to order by the acting chairman and mimeographed copies summarizing the Manzanar service groups were distributed. It was pointed out that all service groups except the Catholic Young People's Organization, the Junior Matrons, and Y's Men were included in the report. The various agencies listed in the report were reviewed by the chairman and the meeting was opened for discussion of current problems of a community nature which might be solved by coordinated efforts on the part of the community agencies. Mr. Yasuda pointed out that the block managers were much concerned about the epidemic of petty thievery which have been occurring about the blocks. From there the discussion went into various problems of Juvenile Delinquency and undesirable gang behavior.

It was explained that for several successive nights, boys had maliciously broken out window panes in the school block in 16 and had cut up two new tennis nets which were on the playground. The rude behavior of young boys at the USO picture shows recently was also discussed. It was stated that young boys of Junior High School age had been causing difficulty on the high school grounds by marking up the buildings with chalk. Mr. Nielsen explained that he found it very difficult to supervise group entertainment at the auditorium and said he had to make several trips to get boys out of the girls' toilet room during one performance. Auditorium behavior was further discussed by describing how older boys walked across the benches as they left the auditorium. The condition of the floor after picture shows was mentioned. It seems that after each show, chewing gum, papers, and melted ice cream must be cleaned up from the floor. Mr. Gilkey was questioned about the amount of police supervision that might be expected. Mr. Gilkey explained that he had arranged the schedule so that there would be sufficient Caucasians to police these affairs as long as there were not too many going on at one time.



The Council next discussed liquor and the amount of drinking done by young people. Mr. Merritt described his visit to the Manzaknight's dance and stated that he was embarrassed to bring his wife to a dance where he had to step over young men who were too drunk to get out of the way. It was pointed out that since the baggage have not been inspected recently, furlough boys have been bringing in liquor. Several High School teachers have reported that they were quite certain that they could detect sake on the breath of the older High School boys after the noon period.

Crashing dances and parties by certain gangs in Manzanar was discussed by several members. Mrs. D'Ille described a party which was given recently at the YW for which girls had spent \$20 to buy fried chicken and other food. A gang of boys disrupted their dinner party, knocked down their tables that were set ready for the girls to eat, and spilled the food on the floor. The girls discontinued their party and went home. No one would report the names of the boys who had broken up the dinner party because they were afraid of retaliation. This incident was only recently reported to Mrs. D'Ille. Miss Dougherty added to the discussion by saying that many of the young people were afraid to report trouble because they would be called "dogs" and "informers." She said that much of the gang behavior and gang intimidation now was like that we had before the riot. For the Oklahoma dance, she had to see that special arrangement was made for ticket collection because of gangs who crash parties and entertainment. Mr. Nielsen pointed out that one boy may have a tickets and have four or five with him who push past the person collecting tickets. It seems that no one has courage enough to report such behavior and there is no penalty for gangs who crash dances and parties.

Mr. Stalley said that all these incidents about the anti-social behavior of youths in Manzanar point to the great need of something constructive for young people to do. It will do no good, he explained, to tell young people not to do this or that. Parents and people in the community who are interested in youth should provide some legitimate outlet for young people. Youth must have proper channels for their energies. There followed a discussion on the proposed Manzanar Youth Center. Mr. Yasuda explained that the CACA had approved the project and that the Youth Council had drawn up certain plans. The former block manager of block 14 had agreed to the center being placed in block 14, (he is now relocated and block 14 is without a block manager). The delay seems to be for lack of approval on the part of block 14. It was finally agreed that representatives from Education, Social Welfare and Recreation would appear before the block managers Friday morning to explain more fully the need of a Youth Center. Mr. Yasuda thought that by the next Friday, the block managers could vote on the project and the Youth Council could get underway immediately.

Mr. Stalley also recommended that the Coordinating Council sponsor a Central Board of National Agencies under which would come the USO, Boy Scouts, Girl Scouts, YM, and YW. There followed much discussion on the scarcity of leadership and how one agency was robbing others of the few available people to direct and sponsor club work. It was pointed out that because of the scarcity of leaders, it would be necessary to combine boards and perhaps have one steering committee for all of the national agencies. Mr. Nielsen, Mrs. D'Ille, and Dr. Carter were asked to work on this at a separate meeting.



Mr. Merritt discussed the importance of keeping American ideals alive in the community and the fact that the Issei must always remember that their children are Americans and must be trained and educated to fit into the American way of life. Their entertainment, their manners and customs, their education and recreation must be American if they are going to adjust themselves into American communities. Several incidents of undesirable gang activities in Chicago and other cities by Nisei were mentioned. It was pointed out that the appointed personnel members would be called on for an increasing amount of leadership to fill in the gaps left by Americanized Nisei leaders in the community. Mr. Merritt pointed out the importance of recognizing the need for Americanization by those who intend to go back into California. He said there would be no Japanese drama, no shogi or go clubs, no utai or shigin in California communities. He explained that this viewpoint in no way criticized the fine culture of the Japanese, but it did recognize the importance of being able to fit into American community life without attracting suspicion or undesirable criticisms on the part of neighbors and the community. Mr. Simpson commented on the spread of Japanese language teaching among little children and said that its interference with the regular school program was serious because children have a limited amount of energy and attention for school work at the beginning levels.

The meeting was dismissed at 5:30 and announcement was made that another meeting would be called in about two weeks at which time we would hear more definitely as to when the Youth Center would be ready to open.



W. R. A. SUPERINTENDENTS' CONFERENCE

Denver, Colorado

April 5-9, 1943

REPORT OF CURRICULUM COMMITTEE

Dr. Genevieve W. Carter..... Manzanar, California

Mr. Robert Gibson ..... Washington Office

Mr. Paul J. Terry ..... Granada, Colorado

A school curriculum should be responsive to the needs and interests of the community. With war time tempo affecting policy, objectives, and organization within the War Relocation Centers the school curriculum must keep flexible to absorb these changes.

Recognition is first given to the following factors affecting curriculum development:

1. W. R. A. schools are expected to meet state requirements and approximate the public schools in the adjacent areas.
2. The schools must fit within the framework of W. R. A. policy, project policy and administration.
3. Personnel changes and deficiencies, lack of equipment and supplies, and lack of adequate building space require frequent adjustment.

THE FOLLOWING RECOMMENDATIONS ARE SUBMITTED:

1. That the schools develop an educational program which will emphasize understanding of and loyalty to American living.
2. That a part of the school day be set aside from kindergarten through high school for opportunities to engage in common experiences of pupil sharing and participating, of purposing, planning, executing and evaluating; that these experiences be related in so far as possible to needs, interests, and problems of actual living; that they be as closely related to life and living in the community as possible; that there be a working partnership between youth and adults, its aim being community improvement; that the community be used as a laboratory in which social processes and skills can be studied and learned; that the school become an effective instrument of planning and building in every phase of community life, participating through its recognition of the potential contribution of its students and lending its facilities and its membership for all types of activities and interests; that the concept of community be one that includes the community from which they came and the one in which they must relocate. (Society centered as well as community centered).



3. That the schools train for economic independence both on the projects and in the communities to which they may return.
4. That the schools provide the interpretation necessary to help individuals and groups to adjust to the unusual conditions of life in Relocation Centers.
5. That the schools prepare students for relocation and reabsorption into normal civilian life.
  - a. Special recognition should be given to geography of the U. S. in reference to preparation to relocate.
  - b. Vocational information about current trends in employment and future employment needs should be provided in so far as they are known.
  - c. Provision should be made to acquaint all residents with current problems of rationing, post-war planning, war financing, prices, fashions, governmental assistance programs, and the like.
6. That the schools maintain standards which will enable students to transfer to other schools, to enter college, and to obtain outside employment.
7. That experiences selected take into account the readiness, the culture, the total growth and development of the child.
8. That our school programs, like public schools, direct their programs toward pre-induction, aiding the war effort, or incorporating Victory Corps activities.
9. That preparation for assimilation in our American society excludes intercultural and international understanding necessary for post-war living.