

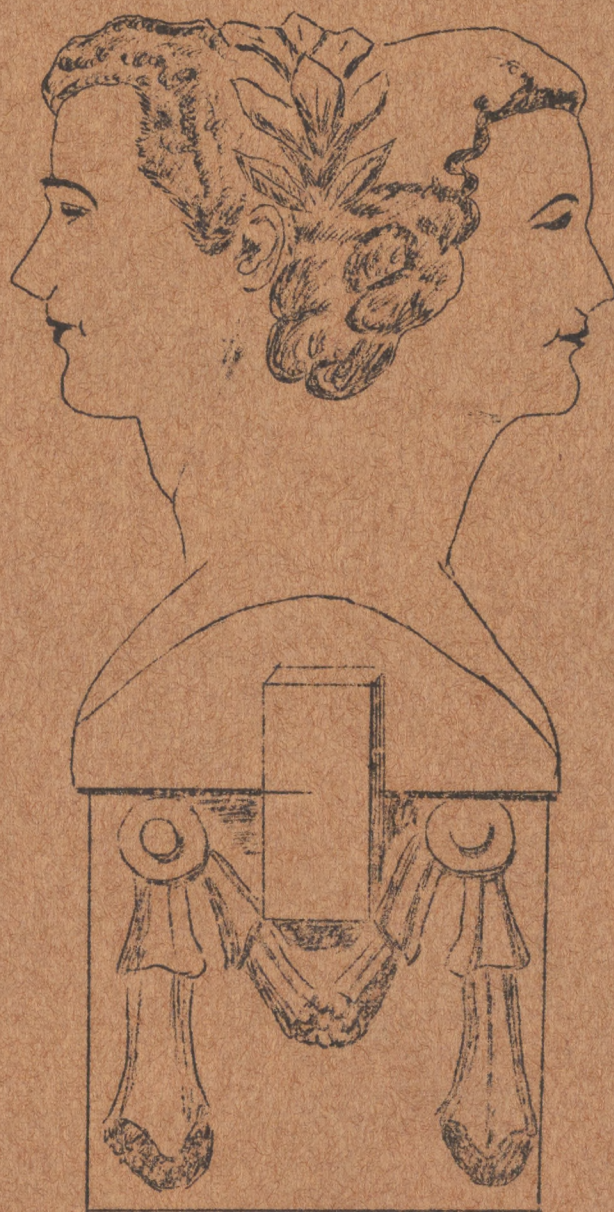
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# HEALTH AND PHYSICAL EDUCATION



EDUCATION SECTION

WAR RELOCATION AUTHORITY

*Manzanar, California.*



THE HEALTH and PHYSICAL EDUCATION PROGRAM  
at the  
MANZANAR WAR RELOCATION CENTER

A Report Prepared by

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Superintendent of Education

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## Chapter I INTRODUCTION

In the fall of 1942, Manzanar was a disorganized community, with a population of 10,000 people of Japanese ancestry. Barrack housing had been hurriedly assigned, mess halls were organized for each block and an emergency hospital in barracks had been established. Each resident on arrival received small pox vaccine and typhoid vaccinations. Medical records had been transferred with the evacuees, and doctors and nurses had already arrived with the first evacuee group. A community health program of a pioneer type began with the beginning of Manzanar.

A school health program began to develop before the opening of the first school term. There were several meetings with the evacuee doctors and nurses who were in charge at that time regarding a temporary policy of procedure between the medical division and the schools. Procedures in re-entry of school children who had been ill, use of the medical clinic during the school day, and medical inspection for the Nursery Schools were established. A re-entry system was worked out for isolation and absence from school of children with contagious diseases or children who were disease contacts.

Over 2300 school children from over 200 different California schools had been brought together under a new school program to be taught by teachers and administrators who had never before worked together and who had many different ideas as to the best philosophy to follow and the type of program to develop. The first several months of the school program were involved in securing sufficient physical space for classrooms and procurement of school furniture, equipment, textbooks, and classroom supplies. There were no buildings suitable for physical education. It was necessary to maintain an outdoor program. The sand and dust were several inches thick over the entire center. There were wind and dust storms which made the outdoor program impossible at times. On such days the children would be brought inside the barracks and given hygiene and physiology or instruction in rules for games that could be tried out later when the weather was satisfactory. The school health program has been constantly changing, but always toward a better developed program. The project medical division was unsettled because of an incomplete hospital and the lack of an appointed personnel Medical Officer. After school had started in the fall of 1942, a Medical Officer was appointed and the hospital staff was moved into their present quarters. The quality and quantity of the school health program has varied from time to time depending upon the available hospital staff and peak work loads caused by epidemics or special clinic sessions. However it has been possible for the Health Staff to meet and outline with the school administrators policies and procedures that could be carried out without personal supervision from the Health Staff. A carefully worked out method of referral of student health problems to the Health Staff has been quite satisfactory.



## Chapter I

During the first two years of the Manzanar school program, the Supervisor of Health and Physical Education gave full time to her supervisory duties. Since the school enrollment and budget has been decreased, it has become necessary for the Supervisor to teach two Science classes. It has always been her responsibility to recruit both regular and substitute physical education teachers and to take classes herself when emergencies arise.

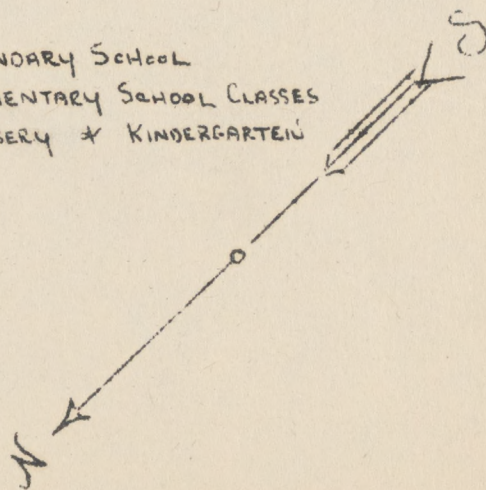
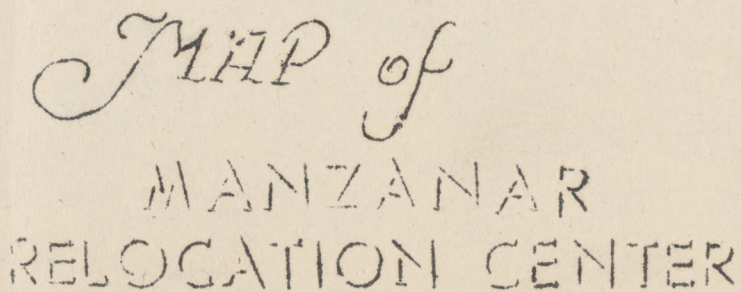
The diagram on the following page describes the field of work covered by the supervisor of health and physical education. Approximately one-third of her time has been spent on the elementary school program with in-service training of teachers and providing bulletins and materials for teachers and in the coordination of the health program with the Medical Section. Because of the Supervisor's previous experience in group work organizations and Red Cross, she was called on for other community duties such as Chapter Director of the American Red Cross, Board membership in the YWCA, and as the sponsor in Girl Scout Activities. It was necessary to drop these community duties when a teaching load was added to her responsibilities.

The Supervisor must plan and order all the equipment for both the elementary and secondary schools. Part of her regular duties has always been to plan and supervise the construction work in the school playgrounds and in the high school athletic fields. She has taken an active part in the teachers' meetings since the daily physical education health program, as well as special events such as play day pageants, intramural games, requires the enthusiasm and support of all teachers.

Because of the nature of a community where a federal agency has highly organized sections, it has not been possible for the school children to carry on a health program at school which would lead into their community life. The meals are already planned and cooked and there is little opportunity for practice of nutrition plans by students. A public health nurse and a medical social worker carry into the community a program already organized under the Health Section. Community sanitation has been well supervised by a Sanitarian at the hospital and necessary construction is properly carried out by the Public Works Division. The school program has placed its emphasis on physiology, personal hygiene, games and group activities that lead into better socialization and certain aspects of mental hygiene.

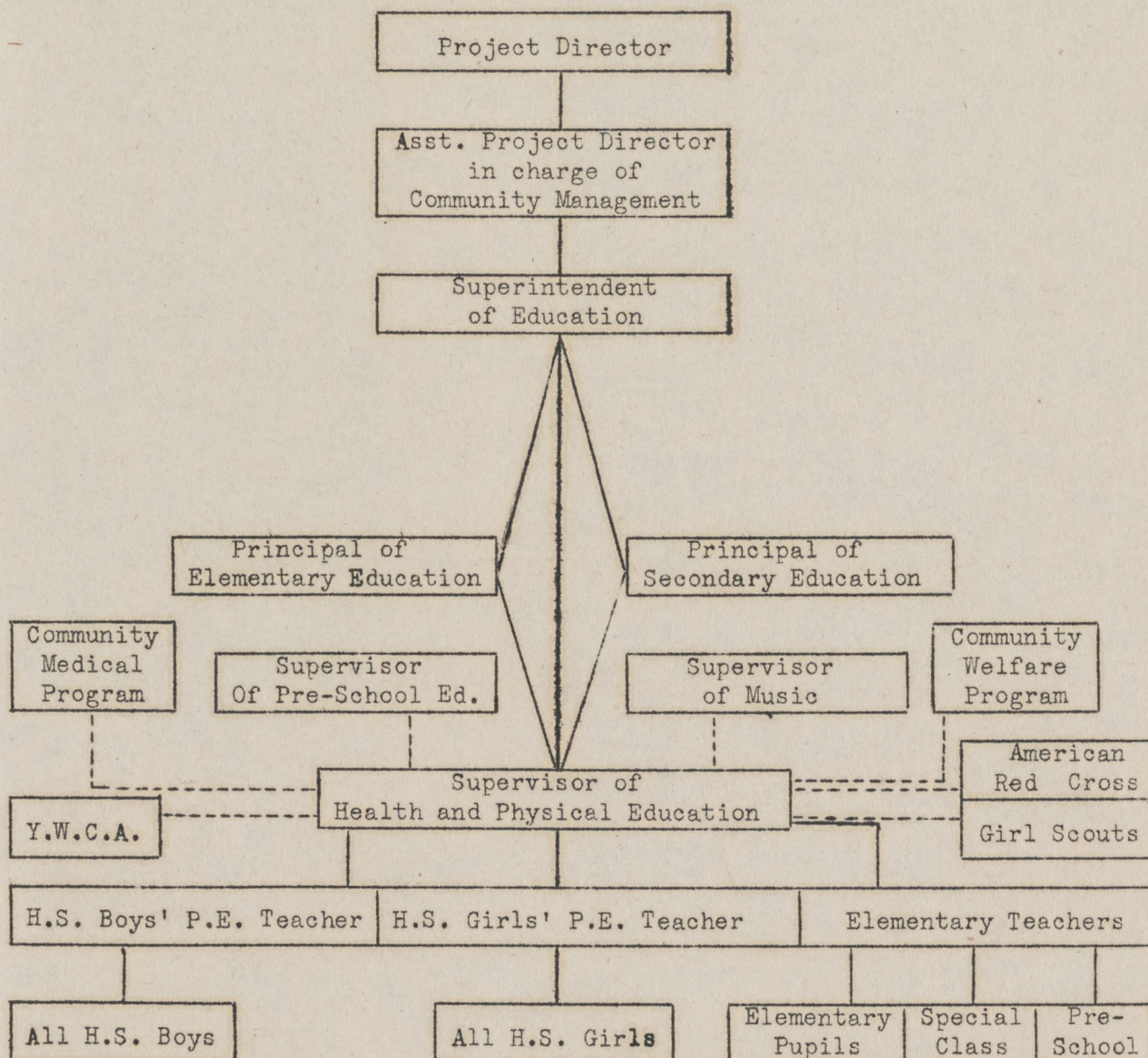
From the accompanying diagram of the map of the Manzanar War Relocation Center it can readily be seen that the physical education program must adjust itself to the geographical distribution of school classes. During the past two years the elementary school classes have been scattered throughout the community as indicated by the symbol (\*). The nursery and kindergartens are indicated by the symbol (/). The secondary athletic fields and physical education buildings are indicated by the symbol (S).







The following diagram will illustrate the organization of work performed by the Health and Physical Education Supervisor.





High school boys were assigned one-half barrack adjacent to a fire break. There are five volleyball courts for boys and four basket ball courts. Softball diamonds are plentiful but lack adequate backstops. The boys have a ten piece obstacle course--planned similar to the St. Mary's pre-flight training school course. The obstacle course was built by Public Works Division and although the construction is not perfect in every detail it is quite adequate for the program. Drinking fountains were not installed in the high school until last spring and the elementary drinking fountains were not installed until this past summer.

The secondary girls also have been assigned one-half barrack which is adjacent to a firebreak area. Here are located four volleyball courts and three basketball courts. There are adequate softball diamonds. There are also four tennis courts which are under the supervision of the Community Activities Cooperative Association which have been loaned to the schools at periods when the physical education teachers wish to introduce tennis. For the past two years the Secondary school has maintained its own health room in the school block. The room was equipped with four beds, screens, tables, chairs, medicine cabinet, hot plate and first aid materials furnished by the Medical Division. A full time nurses aide is stationed in the room. It is here that the dental and physical education examinations are conducted.

Now that the physical education classes have been moved into the community auditorium where showers, dressing rooms, storage for equipment and certain less active game and dancing are possible, the physical education program has improved and much more interest has been developed.

Since the elementary classrooms were scattered throughout the camp area it was not always possible to have a firebreak space as a playground. In most of the schools the only playground area was at the side of the barrack where only a limited type of physical education could be taught. It was necessary to take the children to the nearest firebreak for softball and the more active games. It was always difficult to keep the children out of the road in a safe play area because of the limited space around the school buildings. Equipment such as balls, bats, etc, were kept in the classroom for use by all classes which use the same barrack. The physical education periods were arranged so that only one class would be on the play area at one time. Usually there were three or four grades to a barrack building. The elementary school teachers made use of the high school health room for monthly height and weight measurements. First aid kits were kept in one classroom of each barrack, and teachers were encouraged to take the first aid training course so that there would always be at least one teacher in each barrack who had completed her first aid course. The same procedures were followed for all the nursery and kindergarten barracks and every barrack had one teacher who had her first aid certificate and first aid kit. The play area of both nursery and kindergartens were fenced off from the adjacent area as a safety measure for the small children. In most cases there were rustic fences made from twigs and branches gathered out of the farms and built by the parents. The consolidation of the elementary school in the one block has made possible a great improvement in the physical arrangement of play ground space and in the organizing of the elementary health and physical education program.



## Chapter II

### THE SECONDARY HEALTH AND PHYSICAL EDUCATION PROGRAM

In the Secondary School where the program is more specifically the teaching of skills and health, the teachers should be trained in Physical Education. Both the evacuee and appointed teachers in the department have had very good training in the field. To further facilitate the program both of the evacuee teachers have been in the program for a full school year. There is of course in all parts of the country a scarcity of men physical education teachers. Manzanar has been fortunate in having an evacuee man who has had training in Physical Education and also was well liked by the boys. Since his relocation, the program is carried on by evacuees who are interested in the program and because of the well organized program in operation have carried on quite successfully. The appointed person teaching the girls' program is well trained and has carried on a well rounded program.

The teaching load is greater for both the teachers of the girls and boys program than for other teachers. Every student from the seventh through the twelfth grades has Physical Education five days a week. The only students excused from these classes are those who have a medical excuse from the project medical officer. Such students are enrolled in regular Physical Education classes but spend their period in the Health Room resting. There are only four such students now in school. Some of the seniors are working in the afternoon and after school and are given credit for Physical Education as part of their work experience. This work situation developed in the spring semester.

One of the problems in the department has been the scheduling of classes in Physical Education so that there will be as small a range in grades and ages as possible. To begin with there were all grades from seventh to twelfth in the same class. Gradually it has been possible to change programs until there are now only seventh, eighth, and ninth grade students in a class and in others the tenth, eleventh and twelfth. This change has helped in grading the work to the group in each class. In spite of the fact that there are six classes a day for girls and six for boys, the classes are large, ranging from forty-eight to one hundred ten.

The general objectives of the department are: (a) Physical Education should aim to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound. (-Jessie F. Williams.) (b) To improve the general health, develop poise, good posture and individuality, to develop social adjustment.

In carrying out these objectives student leadership is used. Because of the large number of students in each class, squads are used with a squad leader elected from each group. The leader checks roll, gives instructions to her squad as to where they are to play and arranges the group in position for the teacher. In teaching skills and techniques the teacher demonstrates to the whole class and then each squad practices with the teacher rotating among the squads for individual instructions.



The boys have a more complicated method of selecting squads due to the fact that size and weight cause considerable more difference in their games than among the girls. Each boy is weighed, measured and his age taken. From a standardized table a certain number of points are given for each. After compiling this individual data on each boy they are placed in class A, B, C, D or E. Their class remains the same until their height, weight and age has changed so that they fall in the next classification. Squads in the boys classes are then composed of boys of very nearly the same size and ability. Games and contests in most of their activities are played only with groups that are similar. This method of classification also facilitates the issuing of grades that are fair between the students of different sizes and ages. In some activities it is possible for all groups to compete together.

#### List of activities for girls

- a. Volleyball
  - 1. Skills, techniques and rules
  - 2. Games
- b. Basketball
  - 1. Skills, techniques and rules
  - 2. Games
- c. Softball
  - 1. Skills, techniques and rules
  - 2. Games
- d. Speedball
  - 1. Skills, techniques and rules
  - 2. Games
- e. Tennis
  - 1. Skills, techniques and rules
  - 2. Games
- f. Mass calisthenics and marching
- g. Dancing and rhythm work
  - 1. Folk dancing
  - 2. Ballroom dancing
  - 3. Square dancing
- h. First Aid
  - 1. The American Red Cross Junior First Aid
    - \*Note: Some of the students are not seventeen years old so it is necessary to teach the Junior rather than the Senior Course.
- i. Health Instruction
  - 1. Basic physiology of human body
  - 2. Health and Personality
  - 3. Health and its importance to success
  - 4. Communicable disease control
  - 5. Tuberculosis
  - 6. Special speakers from Medical Staff
    - a. Problem of Manzanar girls



The division of time allotted to each unit is not necessarily consecutive. For example the units on First Aid and Health are taken up on days that outdoor activity is not possible. The weather somewhat prescribes the activity.

#### List of Activities

- a. Volleyball
  - 1. Skills, techniques and rules
  - 2. Games
- b. Basketball
  - 1. Skills, techniques and rules
  - 2. Games
- c. Softball
  - 1. Skills, techniques and rules
  - 2. Games
- d. Touch Football
  - 1. Skills, techniques and rules
  - 2. Games
- e. Mass calisthenics, marching
- f. Obstacle course training
- g. Tumbling
  - 1. Track and field events
- h. Dancing
  - 1. Social
- i. First Aid
  - 1. American Red Cross Junior Course
- j. Health Instruction
  - 1. Basic physiology of human body
  - 2. Special talks on Sanitation by Medical Staff
  - 3. Dental talks

The above outlines show the scope of work covered in both the girls and boys physical education classes. Regular six week grading periods are used in Physical Education as in the other subjects of the curriculum. In order to give grades that are reliable both written and practical tests are given throughout the school year. Grades are based on: 50% achievement, big muscle activities; 10% body mechanics, carriage and posture; 10% character traits exhibited in games, sportsmanship and helpfulness; 10% health habits as shown by cleanliness and personal appearance; and 10% rhythmic and gymnastic skills.

In the teaching of health it was felt that there was a need for basic physiology before anything else. The first term there was a six weeks course of basic physiology. The students made notebooks, oral reports during class, and written reports at the end of the term. The major problem in this teaching was keeping lectures on a seventh grade



level. After rearranging class so that upper and lower classmen were in separate classes, health teaching has been more effectively carried on.

The Secondary School has a Health Room, located in the center of the school area. A nurse's aide is employed to take care of minor first-aid cases and students who become ill at school. She is supervised both by the Public Health nurse and the Supervisor of Health and Physical Education. Daily reports from the Health Room are sent to the Medical Staff. These reports serve two purposes: (a) to provide a check for students who have been asked to report to the Hospital for further treatment and (b) to provide information for the physician of what has been done for the student. The same rule that applies to the Elementary pupils in case of absence because of illness applies to Secondary students. If a student is absent from school for three consecutive days because of illness he must present a release from the Medical Staff before reentering school. Requests from teachers for examinations for students whom they have noticed, are placed on blanks made for that purpose and sent to the Hospital. The Medical Staff then makes an appointment for the student and the examination or treatment is given. A complete dental and physical examination has been given every student in the Secondary school. The monthly height, weight charts are made by each student through scheduled times in the Physical Education class period.

The Health Room is adequately furnished with four beds, tables, chairs, medicine cabinet, scales and first aid supplies furnished by the Hospital. The Health Room has proved to be very useful since each Secondary teacher knows that the room is always open and a nurse's aide on duty.

The Secondary students have several clubs organized in physical education activities. The "Campus Strutters" is a group of twenty girls who are baton twirlers. Through the Student Council, they have been able to provide uniforms for themselves. This group has performed at many school and community functions. The Girls' Athletic Association has been able to sponsor all of the intramural games. A point system has been set up so that those who have earned points receive school letters. The girls' letter club is composed of girls who have earned their letters. The boys have a similar organization, the "Lettermen's Club". Points are earned by participation in intramural games. In both of these organizations, scholarship must be at least "C" before the student is eligible for participation. Intramural games are played in volleyball, football, softball, tennis and basketball. Dances, hikes, parties and other social affairs are given by the various clubs. The Girls' Athletic Association has planned a Play Day to which they have invited girls from the four nearby towns. It is expected that two hundred girls will take part in the activities of the Play Day. The Boys' Lettermen's Club has planned a track meet for all groups of boys in Manzanar.





Mass Calisthenics



Boys' Basketball



Intramural Football





Inverted "V" Ladder Obstacle Course



Straddle Run Obstacle Course



Fence Vault Obstacle Course





Girls' Basketball



Speed Ball Team



Girls' Athletic Association



## Chapter III

### THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

The Health and Physical Education Program in the Elementary schools is carried on by the classroom teachers. The program is outlined and supervised by the Supervisor of Health and Physical Education. There are no instances of teachers' exchanging music for physical education or physical education for art as we believe that the well integrated classroom should be taught by the same elementary teacher. Each teacher has a series of three outlines covering games, relays, stunts, singing games, rhythms, and rules for specific games. Included in the outlines are most of the activities that can be taught in the available space and with the equipment available. The outlines have been given to the teachers as supplementary material which the teachers can add to their program. The material is specific - telling the object, number who can take part, space necessary, and a description of the game. Activities are listed by grades so that there will be no question as to the ability of the child to perform the activity. It has been suggested to the teachers that a second grade child might easily play a game that is graded for third grade children and also that the third grade child might enjoy a game that is graded for the second grade. However, it would not be advisable for a first grade child to participate in a game that is graded for sixth grade.

List of activities by grades.

#### First Grade

##### GAMES

- |                              |                            |
|------------------------------|----------------------------|
| 1. Lost Child                | 14. Hit the Club           |
| 2. Huckle, Buckle Bean-stalk | 15. Numbers                |
| 3. Street Car                | 16. Little Mouse           |
| 4. Squirrel and Nuts         | 17. Farmers and Crows      |
| 5. Kaleidoscope              | 18. Circus                 |
| 6. Have You Seen My Sheep?   | 19. Snake Catch            |
| 7. Do This, Do That          | 20. Dog and Bone           |
| 8. Brownies and Fairies      | 21. Charley Over the Water |
| 9. Squirrel in Trees         | 22. Froggie in the Meadow  |
| 10. New York                 | 23. Toy Tag                |
| 11. Teacher and Class        | 24. The Piper's Son        |
| 12. Circle Bounce Ball       | 25. Pussy in the Well      |
| (with music)                 | 26. Walk the Fence         |
| 13. The Color Hunt           | 27. Across the Brook       |

##### STORY PLAYS

- |                                  |                      |
|----------------------------------|----------------------|
| 1. The Foolish Timid Rabbit      | 3. Cutting the Grass |
| 2. The Three Little Pigs         | 4. Firemen           |
| 5. Jack and the Bean Stalk, etc. |                      |

##### MEMETICS

- |                         |                          |
|-------------------------|--------------------------|
| 1. Shooting an arrow    | 3. Kicking a soccer ball |
| 2. Throwing a baseball  | 4. Shoveling sand        |
| 5. Sawing a board, etc. |                          |



## SAFETY UNIT

- |                    |                      |
|--------------------|----------------------|
| 1. Traffic         | 3. General Accidents |
| 2. Fire Prevention | 4. Playground Safety |

## POSTURE

Complete unit, with teaching materials.

## RHYTHMS and SINGING GAMES

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. Ten Little Indians        | 8. Atisket, Atasket               |
| 2. Elephants                 | 9. Little Ducks                   |
| 3. The Train                 | 10. London Bridge                 |
| 4. Walk, Run, Skip           | 11. The Muffin Man                |
| 5. Did You Ever See a Lassie | 12. Sailboats                     |
| 6. Blue Bird                 | 13. This is the Way my Lady Rides |
| 7. Nuts in May               | 14. Looby Loo                     |

The above list of activities is given as an example of the work outlined for each grade.

Each elementary teacher is provided with a series of three outlines of activities, rhythms, and health material. Suggestions were made by the Supervisor for changes that could be carried out to the advantage of all concerned in the Elementary program. The request that at least one teacher from each building be on the school grounds during recess is an example of the above statement. Each morning before the teachers go to their school rooms, there is time for giving help to each teacher who may need material for a unit, suggestions for dividing her group into teams, etc. After school in the evening, before working hours are over there is also time for conferences.

Each year the Elementary school has given a pageant of Music and Physical Education activities. The different numbers are simple folk dances, rhythms, and tumbling set to music furnished by the chorus, rhythm band, pianist and drums. Different numbers are selected to give the parents and others of the community an idea of the all-round program of the schools. Each teacher has helped in writing the script for the pageant and in teaching the particular part her group will perform in. This year the Elementary Pageant was titled, "Building America".

In May of each year the Elementary schools have a Softball tournament. The games are scheduled between fifth and sixth grade boys and also for fifth and sixth grade girls. The games are played after school on a play area near the school building.

The Elementary teachers are for the most part appointed personnel from many different states. Consequently there is considerable variation in their training in the teaching of physical education. Supervision and additional help is given first to teachers who are in greatest need of assistance.

Health teaching in the Elementary schools is carried on as much as possible in connection with the units of work. For example one of the sixth grade classes is now working on a unit of clothing. In this unit



they will study all types of materials, how they are made, where they come from and what they are for. From such a study will come health teaching--why people in warm climates wear one type and color of clothing and people living in a colder climate will wear another type. Another grade has just completed a unit of work of Foods. In the units on different peoples of the world also comes physical activities of the people. Along with the Spanish or Mexican unit the class may learn a dance of rhythm of that country and aspects of community health are coordinated in the unit.

The teachers in each grade have been given suggestions for carrying out a Safety Unit. This is to be taught on days which are too stormy for the group to have their class outdoors. Emphasis is placed on safety education for the Manzanar environment. Comparisons and illustrations are continuously brought in that will inform the children of safety education as it applies to normal city and community life. In the two years' time, since their evacuation from the coast, children have forgotten about the hazards of street cars, safety zones, traffic lights and other hazards that are present in normal community life. School zones are defined and designated for the protection of Manzanar school children.

First Aid classes were offered for all teachers, and a request made that at least one of the three teachers from each building hold a First Aid certificate. As it was explained in the preceding chapter, the elementary school buildings have been scattered throughout the community with no telephones to connect schools with any other part of the community. In each room in the Elementary Schools, there is a First Aid kit, supplied and kept replenished by the Supervisor of Health and Physical Education from the Hospital supplies. Accidents of any severity have been very few.

Once each month each Elementary room is taken by their teacher to the Health Room for weight and height check-ups. Each pupil has a card on which his growth has been recorded for the two year period. There are no adequate standards from which to determine the under or overweight nor height for age of Japanese-American children. The height, weight tables are all based on figures compiled for children of the Caucasian race. From the results of a height, weight graph made from approximately 2,500 children in Manzanar it would seem that very few if any of them are underweight. According to height, weight standards used, the children of Manzanar will average somewhat shorter for their age than other children.

During the spring of '43, every child in Manzanar had a complete dental examination. Where there was needed dental work the child was urged to have his parents make an appointment for him. Many of these children have now had their dental work completed. The examination was educational in that each child was told of his needs and if necessary the parents were also given his report.

During the fall and winter of '43 and '44, all Elementary pupils were given physical examinations. The parents of the smaller children were asked to be present at the time of the examination. Recommendations for the removal of tonsils, etc., were sent home to the parents. Any bone deformities or spastic cases were referred to the Crippled Children's Clinic. The physical examinations have proved valuable as an educational measure and as an important part of the public health program. A copy on



the medical examination is on file with the supervisor of health and physical education for use by the classroom teachers. Each teacher has examined the report for her class so that she might better understand her pupils. Throughout the school system there were no objections to having the physical examination.

In a community as compact as Manzanar, where everyone eats at a common Mess Hall, uses block latrines and laundry facilities, and lives in barracks, it is possible that disease would spread quickly. In order to prevent the spread of any contagious disease, the Medical Staff and Education Administration have asked that any child who has been out of school for three consecutive days have a release from the hospital before returning to school. This policy has also caused parents to take their children in for medical aid early, thereby shortening to some extent the time necessary for the child to stay out of school. The medical staff sends the release to the school office where the teacher picks up the report before going to her class each morning. If there is a case of measles or some other disease in the family and other members are to be excluded from school, the reports are handled in the same manner. The attendance for Elementary schools usually averages about 95 per cent, which is higher than in adjacent Public Schools.

A survey of all school children has been compared with a list of all children in camp to determine whether there were children who were handicapped to the extent that they could not profitably attend school. These children are now enrolled in the speech class for handicapped children at the hospital. Recommendations from teachers, principals and medical staff are made to transfer children into or out of the special class as new needs occur or as a child who has been in the Special Class improves so that he can again attend his regular school program.

Physical Education achievement tests have been given to the fourth, fifth, and sixth grade students in Manzanar. The tests have been valuable as a means of varying maturity levels, and points out to the teachers where more individual work should be given and to show what is average. It is rather difficult for most teachers to compare children of various sizes and ages, and on that comparison issue grades in Physical Education that are of value either to the student or for school records. Each student was placed in standardized classification (Neilson and Van Hagen) by age, weight, and height. From this classification, points are earned on each of the five different events of the achievement tests. Boys and girls were scored separately. The results of the Achievement Tests were compiled in rank order and returned to the teachers for use in their teaching of Physical Education.





Pre-School Health Inspection



First Grade Games



Backward Relay - Third Grade





Indian Dance -  
First and Second Grade



Pirates' Dance - Fourth Grade Boys



Buffalo Gals - Sixth Grade



La Cucaracha





Relays - Third Grade

"In and out the Window" - 1st Grade



Shoemakers' Dance - Third Grade



"Watch the Bacon" - Third Grade



## Chapter IV

### HEALTH COORDINATION

In any project where two or more departments are concerned with the same program the coordination becomes the important element. A Supervisor of Health would be unable to do creditable work unless there were members on the Medical Staff who were interested in the health of school children. Likewise the Medical Staff would be handicapped in carrying on a school health program without the cooperation of the Educational Administration. Another thing that often regulates the school health programs is the lack of time of both the Educational personnel and Medical Staff. Health service is frequently postponed while activities which are considered more essential, are carried on.

Manzanar is fortunate in having a chief Medical officer who is interested in the teaching of health principles, not only in the schools but in his hospital staff. The Public Health nurse basically has an educational viewpoint, this of course extends not only to school work but into every part of Project life. The Medical Staff maintains the idea that Health Education will decrease the number of hospital patients and thereby save medical time and service. At times the shortage of medical personnel has disrupted the Public Health work, but in each case as soon as possible the Public Health nurse was again released from the hospital for her work in the field.

The work of coordinating the school health program lies in following up each referral that is made. If a student is referred to the hospital for examination or treatment, a report is sent to the school giving the information requested. If the student fails to appear for treatment that fact is also reported. When students are hospitalized, a report is sent to the school so that the student's school work can be sent to the hospital for him. Daily reports from the High School Health Room are sent to the hospital.

One of the problems in health coordination is that of teachers and parents assuming responsibility for making medical diagnosis for the children. Manzanar is not unique in this problem, but this trend does indicate that more health education is needed for both teachers and parents. Teachers are assisted in learning to recognize the need for medical attention but that the diagnosis and treatment are the responsibility of the medical staff.

Physical examinations have been completed for each student in the school system. These examinations have been educational in that student interest in health has increased. It has also provided a sound basis for Physical Education class work. Excuses are issued to those whose examinations indicate they should be excused. Physical Education teachers are assured that their students are physically able to participate in the class activities. Physical examination reports are reviewed before students are allowed to participate in intramural games. Many of the physical and dental difficulties found in these examinations are correctable and have now received proper medical attention. If a child is found to be physically unable to attend his class, he is placed in the special class for handicapped children. A survey has been made of every child in



camp in order to determine if there were children not attending school because of physical handicap or illness. At this time every child of school age is attending school. Some of the older boys and girls did not complete their schooling but left for reasons other than health.

If a child is absent from school for three consecutive days because of illness, he must present a release from the hospital before returning to school. This procedure has been well established and is followed without exception.

Different members of the Medical Staff have on occasions come into the classroom for special health teaching. When there are specialists in health work available it has proven profitable to use them in the education program. Probably more interest can be added to the program in this way.

The physical and dental examinations in elementary schools are scheduled by the Supervisor with the Medical Staff. All referrals for further check-up or medical care of Elementary pupils are made through the Supervisor. Requests for any type of assistance from the Medical Staff is made through the Supervisor and reports coming from the Medical Staff are taken care of in the same way. The height, weight check-up for Elementary students is scheduled by the Principal in the Health Room. The reports are completed by the Supervisor and given to the teachers.

The Physical Examination records have been examined by the Medical Staff and all cases of poor posture have been scheduled for a Posture Clinic. Cases that are severe and need immediate medical consideration were scheduled for appointments with the State Orthopedic physician. Other cases of functional poor posture were scheduled for a posture clinic in which the child was taught posture exercises for his individual posture problem. The teachers were asked to supervise the carrying out of these exercises, after each exercise was explained and demonstrated by the State Orthopedic Nurse.

The Social Welfare Section, Employment and the Relocation Section frequently contact the Supervisor where school health records will assist in the adjustment or plans of evacuees.



## REPORT OF ACCIDENT

Name of student \_\_\_\_\_

Home Address

Class in which accident occurred \_\_\_\_\_  
Teacher \_\_\_\_\_

Date	Time of Day
------	-------------

Weather conditions that may have influence on accident

Was equipment of building or classroom at fault, inadequate or improperly used

Was the teacher present at the time of the accident

Did you see it?

Description of accident, extent of injury and exactly how it happened

Signed \_\_\_\_\_

(Teacher)

Manzanar Relocation Center

# School Health

Height and Weight Chart

Form 751

[illegible]

Address \_\_\_\_\_ School \_\_\_\_\_

Birthdate	Teacher
-----------	---------

[illegible]

Directions: Record height monthly in space indicated. Pupil's present weight is placed on heavy line. Increase one line for each pound gained. Decrease one line for each pound lost. Indicate weight by month, connected by line.



WAR RELOCATION AUTHORITY  
School Health Record  
Medical and Health Report

Nurse \_\_\_\_\_

Date \_\_\_\_\_

HOURS	NAME	ADDRESS	AGE	GRADE	REASON	TREATMENT	RETURN
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Copy to be sent to Manzanar Hospital daily



MANZANAR HOSPITAL  
SCHOOL HEALTH EXAMINATION

## A. General:

Age \_\_\_\_\_ Weight \_\_\_\_\_ Height \_\_\_\_\_  
Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Address \_\_\_\_\_ Grade \_\_\_\_\_  
Immunizations \_\_\_\_\_  
Past Diseases: U.R.I. \_\_\_\_\_ Heart \_\_\_\_\_ Kidney \_\_\_\_\_  
Communicable Diseases \_\_\_\_\_

## B. Dental:

Malocclusion \_\_\_\_\_ Gums \_\_\_\_\_ Enamel \_\_\_\_\_  
8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8  
X--Missing  
V--1,2,3,4, Caries  
O--Abscess

8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8

## C. Medical:

General Appearance \_\_\_\_\_  
Posture \_\_\_\_\_  
Eyes \_\_\_\_\_  
E.N.T. \_\_\_\_\_  
Chest \_\_\_\_\_  
Heart \_\_\_\_\_  
Abdomen \_\_\_\_\_  
Extremities \_\_\_\_\_  
Other \_\_\_\_\_

## D. Social:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## E. Summary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



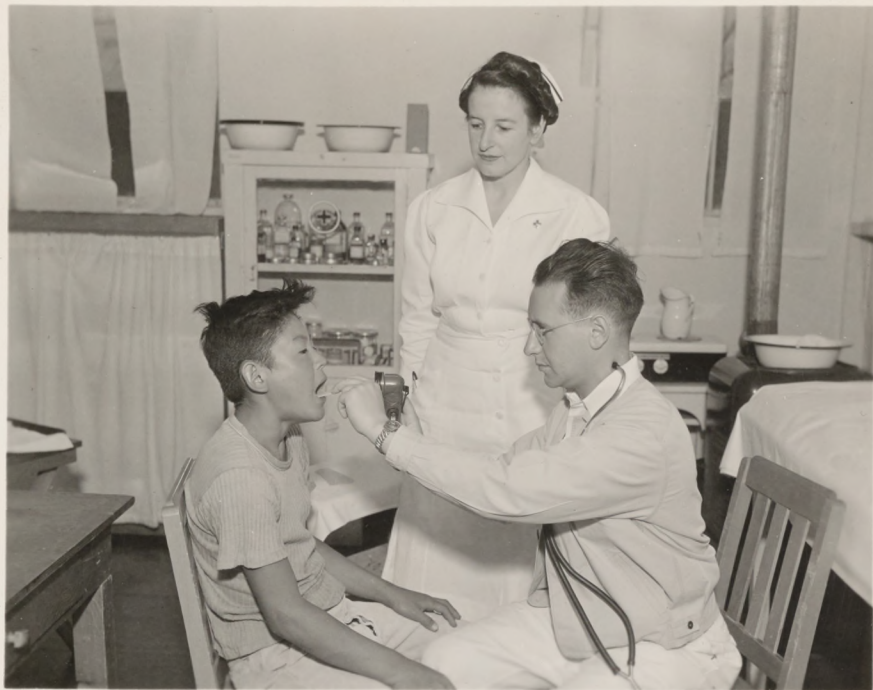


Height, Weight Check-up



Health Room





Physical Examination



Dental Examination



## Chapter V

### PLANS FOR HEALTH & PHYSICAL EDUCATION DURING SCHOOL YEAR OF 1944-45

The program in both Health and Physical Education activities for the school year of '44 and '45 will be enriched because of the improvement in physical conditions.

The Elementary school is now concentrated in one block. This makes it possible to have facilities for the use of all grades in the Elementary school that were not possible before because the different grades were scattered throughout the Area. The Mess Hall, which is the size of two barracks together, is available for the teaching of rhythm work to the Elementary pupils. A schedule has been worked out which enable each room to have a rhythm class once a week. The room is equiped with a piano and a pianist is available to assist the teacher in providing suitable music for the teaching of rhythms.

An entire firebreak is available for use as a playground. Equipment can be used to advantage because all rooms use the same play area at different times. Because of the central location, the equipment such as balls, bats, nets, etc. can be used to advantage.

In the Elementary block there is now a School Health Clinic. This Clinic is set up and operated through coordination with the Medical Staff. The Clinic is well equiped and staffed. In this Clinic the Elementary pupils are weighed and measured, have their physical examinations, dental examination and dental hygiene work and first aid work. Conferences are held with parents on health problems and some corrective work can be given for special cases.

The completion of the Community Auditorium with dressing room and showers will make for a more complete program in Secondary Physical Education. It is now possible to have both the boys and girls in regulation gym suits. In addition, the auditorium provides space for certain indoor activities such as dancing, gymnastics, tumbling, calisthenics and posture work. The floor construction does not allow for indoor basket ball or volleyball activities.

This school year, it was possible to employ a man teacher for boy's Physical Education. A trained evacuee had carried on this program until he relocated in April of '44. Since that time, the boys' program has been conducted by evacuees who had little training but who managed to keep the classes together until the close of the school term. It will now be possible to have a better integrated and conducted program for the boys. Additional equipment for football has helped to increase interest in school athletics.

The Secondary Health Room formerly in the school block has been reopened in the auditorium. The new room has standard equipment for a Health Room.



Before the opening of the fall session of school, a joint meeting of four of the Medical Staff and four of the Educational Staff was held to outline the school health program for the coming school year.

The following outline represents the basis for the School Health Program for the school year 1944-45:

## I. Elementary

1. A complete health examination for grades 1, 3, and 6. Also recheck children examined previously, grades 1 to 6 if requested.
2. Regular dental examinations to students through the clinic will be given once a year to primary grades.
3. Rest period as ordered by the physician and a supervised rest period provided in the mess #16 clinic. Posture work would be supervised and given by the Medical Division.
4. Corrective orthopedic exercises will be given as recommended by the doctor. The parents are not usually capable of directing these exercises.
5. Minor first aid care at Block #16 clinic. This clinic will have a part time public health nurse and assistant. The public health nurse will spend considerable time in block #16 at the beginning. A graduate nurse will be there part time and there will be one or two full time dental assistant, and one full time clerk.
6. A Medical Social worker will be available for part time medical social work.
7. Pre-school health program will be conducted at the hospital because of convenience to doctors.

## II. Secondary

It was decided by the group that emphasis should be placed on the Elementary grades rather than the Secondary health program. It is true that remedial or corrective work should be given during the age when the child has his period of greatest growth. Therefore the Secondary health program will be operated as follows:

1. Specific cases will be treated at the hospital on recommendation from the school.
2. Eye cases can be tested by the classroom teacher on the Snellen chart. This would serve a double function
  - a) to determine the student's need for further examination by doctor
  - b) Educational
3. Physical examinations will be given to ninth grade.
4. Rest periods as requested by physician would be supervised in the Health Room.



Although the Medical Staff would be available for health talks they would rather supply teachers with information and material.

### III. The responsibility of the school

1. Health instruction throughout school curriculum.
2. Use of health films, number of which can be supplied through the State Health Department. Visual education in health education.
3. The school should take responsibility for the height and weight chart as a part of health instruction.
4. The school should assist children in keeping their schedule for rest periods and exercises.
5. Children should be excused from class for dental appointments.
6. Should there be competitive athletics, the participants should be given a physical examination first, but as long as athletics is a part of the physical education program there should be no need for physical examinations other than those now available.
7. All medical referrals for high school and elementary should clear through the #16 clinic except for emergencies. If the child is seriously hurt in block #7, he should be rushed immediately to the hospital and his report could be sent to block #16 later.
8. All pre-school children re-entering school after absence can be cleared through block #16 instead of the hospital.
9. High school dental work will be done after the elementary children are cared for. In cases of acute pain in dental cases, high school students should be taken to the hospital. Dental clinic in #16 will take care of only minor dental work. The special class follows the same policy and procedure as were in order last school year.

The above program has not operated in full at all times because of changes in Hospital Personnel. The School health program has been only partly carried out as outlined. The physical examinations have not been given for grades indicated for this school year. Neither has it been possible to have the Medical social worker available for school work. The supervision of correction work and health work in both the Secondary and Elementary Clinics has been carried on by the school because of the lack of personnel in the Medical Department. The opening of the Clinic for Elementary has added much to the Health Program. It has been possible to do much of the needed dental hygiene work. It has also been possible to provide and supervise rest periods for pupils who were recommended by the doctor.



The cover on this report is a copy of R. TAIT MCKENZIE'S "The Column of Youth". Permission for the use of "The column of Youth as a frontpiece was granted by Grover W. Muller, Chairman of McKenzie Memorial Comm. American Association for Health, Physical Education and Recreation.

This report represents the work of the Education Department in the special field of Health and Physical Education. It is not then, the work of one member of the Education Staff but rather a report of the work of all who have had a part in this endeavor. To the Elementary teachers, principal, secondary Physical Education teachers, principal, Medical Staff, Public works for equipment etc. and Education Administration, I express my appreciation for their assistance in making the Physical Education Program a part of the whole picture of life in Manzanar.

Elizabeth M. Moxley



