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May 6, 1943

I. SPECIFIC WORK ACCOMPLISHMENTS WITHIN DEPARTMENT

A. ELEMENTARY

1. Maintain Miss Schauland (how?)
2. Continue with physical and organizational improvements in nurseries
3. Work out a better continuity between nursery, kindergarten, first grade--particularly reading readiness steps
4. Maintain enthusiasm for special classes
 - a. Handicapped child class
 - b. Transition Center
 - c. Fast moving 6th--Junior High Class
5. Work toward compulsory kindergarten enrollment (Low first is piling up because of lack in reading background)
6. Better agreement on grade placement of skills and units
7. Adjustment to more building space and fewer teachers
8. Reading--English problems need much more attention
9. Continue in-service training program leading toward all-over activity philosophy in Elementary

B. HIGH SCHOOL

1. Home Economics Department at present has little integration. Department large in proportion to pupil enrollment
2. Much work yet to be done with teachers of the double period social studies classes (Content and method controversy)
3. Very few high school teachers have the skills necessary to work effectively in our Remedial English reading program. Special classes and study groups this summer. They don't know how to provide for drill periods within core classes or other subject classes.
4. Give Mr. Fowler's program support and give assistance to him on High School Office, contacts and attention to Administration Policy.

"Home Made" dehydrator for preserving food also investigate making pressure cooker for Home Economics (Guayule made one for extraction use) Community canning.

5. Continue drive toward more High School activities and clubs, honorary society, hobby clubs, dramatics, etc.
6. Counselling program on secondary level that could extend in Adult Education (Mrs. Pusey wants counselling job.)
7. Art department needs boosting. (Aid for Nielsen's people)
8. High School Physical Education program needs re-evaluation (Less ambitious under personnel circumstances)
9. Continue leading out woodshop to practical jobs about the Project.
10. Try again to develop 2 or 3 seventh grade teachers who will teach $\frac{1}{2}$ day integrated courses in English, arithmetic, history, science, arts. The gap between our 6th grade and 7th is tremendous. Junior high pupil leadership is submerged. There is no transition for the incoming Junior High pupil who has just left the sixth grade activity program.

II. GENERAL

1. Organizational meeting is already scheduled to ask P. T. A. officers to serve as Manzanar Educational Council. Formal monthly meetings will then be called, minutes taken, etc. (Former council went with the riot)
2. Outline for a better developed Health Program is already in hands of principals.
3. Much is yet to be done with curriculum. Each level is now turning in its outlines of present curriculum practices to Dr. Strong for compiling. By July we hope to have the over-all picture of

Manzanar Curriculum from Nursery through Adult Education. We hope to have some teacher time this summer allocated to developing the fall curriculum (a much slower approach than the two weeks work shop session which we will hold before school opening.)

4. Let teacher training diminish. Dr. Strong or I will carry through individual needs of practice teachers who have not relocated. I would like to see an informal type of teacher training done by Dr. Strong on Secondary and Hosford on Elementary for evacuee substitute teachers. Recruiting will be necessary.
5. Education for relocation has unlimited possibility on every level.
6. Vocational training and relocation emphasis should not displace all other adult classes. English associated skills such as arithmetic should be taught. College classes are on the decline but should not die out. The draft uncertainty of Ferguson does not allow for too much planning at this time.
7. The Business Training department now is working on independent subject levels, rather than as a business training unit. The organization of the business college with require much planning.
8. The business office is about an order now. Mr. McGavern works slowly but smoothly. We will now be able to tell at anytime what we are spending--we are setting up our own accounting system. We are cutting out one step in warehousing by opening an elementary and secondary supply room. (Available when teachers move out of Block 7)
- 7) This also saves transportation. Requisitions run through our office without getting lost or stalled.
9. We need a closer study of equipment, minimum needs, etc. (Our property inventory is now satisfactory and checks.)

10. Library staff has declined since Miss Ichiyasu left. Miss Budd trained librarian will arrive May 15. I want a general library board appointed. Definite staff training is needed. High School library science will be in curriculum.

III. PERSONAL IMPROVEMENT AND DEVELOPMENT

1. Formal training (sufficient)
2. Informal training--current educational information--other study (?)
3. Absorption and ability to profit from day by day experience
4. Undesirable personality traits
5. Leadership suggestions (with full recognition to differences in Personnel)
6. Relations with staff and other departments.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Adult Education
02.16
April 1944.

1. Enrollment, attendance, teachers employed.

	<u>Enrollment</u>			<u>Teachers Appointed and Certif. Evacuee</u>			<u>Ass't. Teachers</u>		
	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
Gila River	1087	1297	2384	26	38	64	15	20	35
Minidoka	777	1165	1942	20	31	51	9	13	22
Manzanar	756	777	1533	21	29	50	10	10	20
Central Utah	645	970	1615	11	25	36	17	20	37
Heart Mountain	976	1370	2346	23	36	59	14	16	30
Granada	794	906	1700	17	26	43	10	24	34
Rohwer	729	862	1591	16	27	43	11	19	30
Jerome	878	929	1807	18	26	44	17	15	32
Colorado River	1607	2101	3708	30	58	88	39	38	77
Tule Lake	945	1504	2449	13	34	47	5	22	27
Total	9194	11881	21075	195	330	525	147	197	344

1. Nursery school enrollment nine centers - 1893. Survey made at Tule Lake showing 408 to be enrolled.
2. Adult education enrollment in English classes 9 centers - 2819.
3. High school pupils in part-time work-school program 9 centers - 492.
4. Enrollment decrease of 68-Elementary, and 124-High School.-Total 192.

Mary

STATISTICS ON SUMMER SCHOOL ENROLLMENT
Menzenar, California

CLASS		INSTRUCTOR	ENROLLMENT			
			FOR HIGH SCHOOL		ADULTS	
			Male	CREDIT Female	Male	Female
Beg. Bookkeeping,	Sec. 1	Beckwith	.	.	3	3
"	Sec. 2	"	.	.	7	2
"	Sec. 3	"	.	.	13	5
Int.	"	"	3	1		
Bookkeeping 1H	Sec. 1	Woods	2	10		
" 1H	Sec. 2	"	2	5		
Commercial English	" 1	Opler	.	.	5	6
"	" 2	"	.	.	4	5
Beg. Shorthand	Sec. 1	Mizutani	.	.	8	3
"	Sec. 2	Setoguchi	.	.	18	27
Int.	Sec. 1	"	.	.	2	18
"	Sec. 2	Igarashi	.	.	15	25
Adv.	"	"	.	.	15	25
Shorthand 1H	Sec. 1	Sakaki	6	22		
" 1H	Sec. 2	Setoguchi	2	20		
" 1H	Sec. 3	Sakaki	.	.	0	23
Beg. Typing	Sec. 1	Takahashi	.	.	10	12
"	Sec. 2	"	.	.	7	15
Int.	"	"	.	.	11	18
Adv.	Sec. 1	Opler	.	.	1	3
"	Sec. 2	Sakaki	.	.	13	8
Typing 1H		Groth	11	18		
" 2L		Opler	3	11		
" 2H		Groth	5	13		
Accounting		Marumoto	.	.	20	5
Journalism		Adams	.	.	3	7
Review of English		Suzuki	.	.	11	9
Subject A		"	.	.	1	1
Speech I		Greenlee	.	.	2	4
" II		"	.	.	0	2
Elem. Spanish		Suzuki	.	.	4	1
Int.	"	"	.	.	7	0
Adv.	"	"	.	.	3	3
Elem. German		"	.	.	12	5
Genetics		Kodani	.	.	9	0
Human Physiology		K. Takahashi	.	.	2	4
Japanese		Kondo	.	.	4	6
Beg. English		Nakamura	.	.	6	27
"	"	Ishii	.	.	2	10
"	"	Tanaka	.	.	3	19
Int.	"	Minemiki	.	.	18	52
"	"	Nakagawa	.	.	14	42
Adv.	"	Yamaguchi	.	.	12	13
"	"	Yano	.	.	8	6
Librarianship		Budd	.	.	1	13
Agriculture		Kaneishi	.	.	5	0

No. of students for high school credit: Male, 54; Female, 100; Total, 154

No. of adult students: Male, 279; Female, 404; Total, 683

TOTALS:	333	504	837
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Addenda:

Totals calculated above	333	504	837
Tailoring	3	103	106
Current Events (in Japanese)			450
Social Science (in Japanese)			450
Current Events (in English)			45
GRAND TOTAL:			1888

Compiled: July 26, 1943

Mary Watanabe
Registrar, Adult Education

WAR RELOCATION AUTHORITY
Manzanar War Relocation Area
Manzanar, California

April 28, 1943

MEMORANDUM TO: Mr. Charles Ferguson
Adult Education Department

Reference is made to your memo of April 27 requesting figures concerning the population composition of Manzanar. The following is the only information we are able to give you at the present time.

Population as of April 26, 1943	9201
Approximate number of aliens (including 16 under 17 yrs.)	3510
Approximate number of citizens	5691
Females under 17 years of age As of March 1, 1943	approximately 1247
Males under 17 years of age As of March 1, 1943	" 1356

Tommie E. Heath
Tommie E. Heath
Registrar

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JUNIOR COLLEGE CLASSES
Statistics on enrollment
March 1, 1943

		<u>Male</u>	<u>Female</u>
A Capella	18	6	12
Accounting 1A	40	34	6
American Institution	24	19	5
Algebra 8	46	44	2
Business English	69	29	40
Cooperative Economics	16	14	2
English 1A	14	10	4
English Subject A	18	11	7
Genetics	16	16	
Human Physiology	32	19	13
Hospital Course	25	10	15
Physics 4A	30	29	1
Police Course	48	48	
Psychology 1A	28	21	7
Public Speaking 1A	28	19	9
Social Institution 1A	22	12	10
Spanish 1A	28	22	6
Shorthand Beg.	156	51	105
Shorthand Rev.	25	7	18
Scientific Illus- tration	10	8	2
Technics in Rec. Leadership	41	25	16
Trigonometry C	28	28	
Typing - Advanced	26	16	10

		<u>Male</u>	<u>Female</u>
Typing - Beginning	53	36	17
Weaving	18		18
Zoology	<u>20</u>	<u>14</u>	<u>6</u>
	<u>879</u>	<u>548</u>	<u>331</u>

ADULT EDUCATION CLASSES
Statistics on enrollemnt of classes
March 1, 1943

		<u>Male</u>	<u>Female</u>
American History and Economics	40	20	20
Current Events	565	496	69
Carpentry	36	36	
Domestic Science	18		18
English Beginning	62	10	52
English Intermediate	159	43	116
English Advanced	46	25	21
Grammar & Reading Class	33	13	20
Chemistry of Fertilizer	26	26	
First Aid	11	9	2
Flower Arrangement	176	7	169
Genetics	10	10	
Guayule	33	30	3
Nutrition	12		12
Spanish	28	15	13
Tailor Drafting	145	5	140
Woodcarving	48	42	6
Woodwork (artistic)	30	30	
	<u>1478</u>	<u>817</u>	<u>661</u>

U. of C. EXTENSION COURSE
Teacher Training Classes
March 1, 1943

Elementary Method	320E	10	<u>Male</u>	<u>Female</u>
				10
Educational Psych.	XB110	13	7	6
Secondary Method	320 C	8	7	1
History of Am. Ed.	XB10E	10	5	5
Psychology	XB1A	3	2	1
		<u>44</u>	<u>21</u>	<u>23</u>

MEMORANDUM: Concerning high school graduates and lower division college students.

At Manzanar there are 1575 people who have graduated from high school. There are 210 additional students who have had one year of college. There are 199 students who have had two years of college, 57 students three years of college, 89 students four years of college, and 27 students have had post-graduate work.

In 1942 there were 182 high school graduates now living at Manzanar. There were 25 high school graduates from other counties. There were 169 lower division college students in Los Angeles County and 18 in other counties. The figures for 1942 would be lower because of the uncertainty in the pre-evacuation situation than they would be for 1941, 1940, 1939, etc. There is consequently a large pool of people who would be interested in lower division college work, particularly in this situation where additional opportunities could be offered in the evening and where the desire for additional advancement is great, would there be response to a college program.

SUMMARY OF SURVEY OF UNIVERSITY GRADUATES & POST GRADUATE

Based on statistics collected by Statistical
Department, Employment Division, Jan. 16, 1943

1. 127 College graduates in Manzanar
2. Percentage of College Graduates to total population:
Approximately 1.27%
3. Employment record of the 127 college graduates:

Holding key positions:	66
Teachers:	20
Relocated:	24
Holding unimportant positions & unemployed:	$\frac{17}{127}$

4. Applied for relocation: 40
5. Schools represented by numbers:

A. Graduates--

U.C.L.A.	29
U.C.	20
U.S.C.	17
Washington	4
Hawaii	3
Whittier	3
Illinois	3
Stanford	3
Cincinnati	2
American U. Washington, D.C.	1
Armour Inst. of Tech.	1
Baptist Theo. Seminary	1
Chicago University	1
Columbia University	1
Cronell	1
Cal-Tech	1
Davis	1
Florida State-Women	1
Fresno State	1
Georgia	1
Indiana	1
Loyola	1
Michigan	1
Minnesota	1
Moorhead-Minn.	1
New York	1
Northwestern	1
Pacific	1

Predental-Los Angeles	1
School of Mines	1
Southwestern	1
S. F. State	1
Utah	1
Yale	1

6. B. Undergraduates

U.C.L.A.	6
U.S.C.	4
U.C.	3
Cal-Tech	1
Chicago	1
Chicago Bible Inst.	1
St. Mary	1
Washington	1

C. Graduate Work:

U.C.	12
U.S.C.	9
U.C.L.A.	3
Pacific School of Religion	3
Cincinnati	2
Chicago	2
Stanford	2
Baptist Theo. Seminary	1
Columbia	1
Chicago Bible Institute	1
Davis	1
Harvard	1
John Hopkins	1
Illinois	1
Mass. Agri.	1
Mass. Inst. of Tech.	1
School of Mines	1
S. F. State	1

7. Majors:

Economics	13
Bus. Administration	12
Chemistry	10
Medicine	9
Divinity Religion	6
Elec. Eng.	6
Education	6
Dentistry	6
Political Science	5

Foreign Trade	5
Architecture	5
Bacteriology	4
Pharmacy	4
Law	4
Zoology	4
Science	4
Journalism	3
English	3
Agriculture Eng.	3
Music	2
Home Economics	2
Mec. Engineering	2
German	2
Physics	2
Sociology	2
Nursing	1
Mining and Metallurgy	1
Optometry	1
History	1
Social Science	1
Philosophy	1
Chem. Engineering	1
Physical Education	1
Psychology	1
History	1

8. Degrees:

B.A.	32
B.S.	30
A.B.	26
M.D.	7
M.A.	6
D.D.S.	5
Ph. D.	3
B.D.	2
A.A.	2
B. of Ed.	2
A.B.J.	1
D.D.	1
M.E.	1
A.D.	1
Ph. B.	1
Ph. C.	1
B.C.S.	1
M.S.	1
B. of Arch.	1
Cert. in Accounting	1
B. B.	1
L.L.B.	1

Report prepared by:
 Frank Y. Takahashi
 Adult Education
 February 18, 1943

SUMMARY OF UNIVERSITY GRADUATES AND POST GRADUATES
STATISTICAL SECTION, EMPLOYMENT DIVISION, JANUARY 16, 1943.
MANZANAR, CALIFORNIA

AKAHOSHI, TED ICHIJI (5-10-1) Stanford, economics. B.A.	Departure Colorado.
AKITA, YONE MARY U.S.C., nursing.	Medical Service, Registered Nurse.
ANDO, YOSHITAKE (6-8-4) U.S.C., economics.	Block manager.
ARIYOSHI, KOJI (28-9-2) Hawaii, Georgia; journalism. B.A. in Journalism.	Left for Camp Savage, Minn.
BAN, REIKO HELEN (26-11-4) Pasadena, English. B.A.	Education--student teacher.
CHUMAN, FRANK FUJIO (29-7-1) U.C.L.A., political science. B.A. Post-grad., 2 yrs., U.S.C.	Medical Administrative Ass't., Hospital.
CHUMAN, YEMI (29-7-1) U.C.L.A., English. B.A.	Office Manager, Hospital.
FUJIMORI, JUNICHI (35-12-3) U.C., Berkeley, theology and economics. B.A., M.A., B.D. Post-grad., 3 yrs., Pacific School of Religion.	Family Counselor (Community Welfare)
FUJIMOTO, TAKETO THOMAS (29-2-2) School of Mines, mining and metalurgy. B.S. Post-grad., 1 yr., School of Mines.	Red Cross Instructor, Health Dept., Hospital.
FUJITA, TETSUO (29-11-4) Washington, Bus. & Econ. B.A.	Statistician--Health Dept., Hospital.

FUKUSHIMA, OTOICHI (26-5-3) Cincinnati, physical chemistry B.A. Post-grad., 1 yr. Cinn.	Mess 26 - Chef.
FUKUSHIMA, MASA LUCY (26-5-3) Florida St. Women's. Home Econ. B.S.	Not working.
GOTO, JAMES MITSUO (7-10-2) U.C.L.A., pre-med. A.B., M.D. Post-grad., 4 yrs., U.S.C.	Medical Director (Hospital) (Departed)
GOTO, MASAKO U.S.C., pre-med. A.B., M.D. Post-grad., 4 yrs., U.S.C.	Head of Out Patient Clinic, Hospital. (Departed)
HARA, KENNETH ICHIRO (21-3-4) Cal-Tech., mech. eng.	Furlough
HARADA, TOMIO (34-7-1) Berkeley, mech. eng. B.S. & M.E. 1 yr., post-grad., Berkeley.	Departed
HIRABARA, SATOSHI HARRY (30-5-3) Berkeley, foreign trade. B.S.	Consumer's Enter., Warehouse, Stock clerk.
HIRAGA, MARY HIROKO (7-5-4) Immaculate Heart, L.A., bacteriology chemistry. B.S.	Laboratory Technician, Hospital.
HIRAI, RAYMOND HIROSHI (2-2-3) Cornell, political science. B.A. (?)	Not working.
HIRAKAWA, KIHACHI (3-7-2) Jewell, Miss., religious education. Post-grad., 4 yrs., Chicago Bible Inst.	Family Counselor, Community Welfare, Pub. Rel.
HORI, MASASHI MIKE (5-4-3) U.S.C., foreign trade. B.S.	Public Works Office, Sectional Cost Accountant.
HOTTA, TOSHINORI HARRY (24-6-1) Washington, economics.	Manager - Mail Order Division Consumer's Enter., Mail order.

ICHIEN, MASAKI BOB (4-7-4) Washington D.C., elec. eng. B.S.	Director of Woodcraft, Recreation.
IMAI, MICHIKO (7-3-3) Whittier, education. B.A.	Departed for Chicago.
INAZU, TAIZO ALBERT (25-12-1) Berkeley, hydro elec. eng. B.S.	Office Manager - Housing, Barrack Checker.
ISHIKAWA, MISAO (2-5-1) U.S.C., economics. B.A.	Maintenance Foreman.
ITATANI, MASAYOSHI (34-11-2) Berkeley, optometry. B.A.	Hospital Optometrist
ITO, EDWARD TEIJI (2-5-2) U.S.C., chemistry zoology. B.A.	Med. student (Dr. Ass't.) Health Dept., Med. serv.
IWAMIZU, HISASHI FRED (26-3-4) U.S.C., dentistry. D.D.S., B.S. Post-grad., 1 yr., U.S.C.	Dental - Dentist
IWAMOTO, KIYOTOSHI (31-9-4) U.C. L.A., economics, math. B.A. (?)	Translator, Inform. & Pub.
IWAOKA, MISAKO MOLLY (14-8-2) U.C.L.A., German. B.A.	Departed.
IWASA, KYOICHI DR. Illinois, pre-med. M.D. Post-grad., 2 yrs., Ill.	Hospital Physician in charge.
IZUMIDA, TERU (35-8-4) U.S.C., pharmacy. Ph. C.	Departed.
ICHIYASU, AYAME Berkeley, history. B.A. Post-grad., 1 yr., Berkeley.	Departed.
KAMIKAWA, SATORU (20-6-4) Berkeley, commercial econ.	Departed, Death Valley, Maint.

KASHITANI, JUNRO AMOS (8-1-1) Pasadena, theology. B.D., Th.B., A.B., Post-grad., 2 yrs. Pac. Bible.	Family Counselor, Community Welfare.
KIKUCHI, MIYA (3-10-4) Berkeley, German, cultural history. B.A. Post-grad., 4 yrs., Berkeley.	Chairman Y.W.A., Community Service Office.
KIKUCHI, YORIYUKI DR. (3-10-4) U.S.C., dentistry. D.D.S., Post-grad., 2 yrs., U.C.L.A.	Dentist - Dental
KIMURA, HISAICHI HOMER (17-13-4) Illinois, elec. eng. B.S.	Machinist foreman A Public Works, Machinist.
KITAGAWA, CHIZUKO FRANCES (18-5-1) U.C.L.A., gen. ele. teaching. B. of Educ.	Education - Supervisor of Kindergarten.
KITAZAWA, GEORGE (28-3-3) Berkeley, science. B.S. Post-grad., 1 yr., U.C.Davis, ½ yr. Idaho.	Guayule - Chemist.
KIYOHIRO, YOSHIO (36-10-3) U.C.L.A., economics. B.A.	Judo Instructor.
KUBOTA, AKIRA ROBERT (34-2-4) Berkeley, elec. eng. B.S. Post-grad., 1 yr. M.I.T.K., Mass.	Fire Chief, Fire Dept.
KURIHARA, JOSEPH YOSHISUKE (28-2-1) Southwestern, commercial bookkeeping. B.C.S.	Not working.
KUROKAWA, YOZZO GEORGE (3-11-4) Berkeley, law. B.A.	Student teacher - Education, Int.-teacher.
KUROSUMI, TOKUJI (11-5-1) Utah, elec. eng. B.S.	Machinist, Hospital. Maintenance, Machinist.

KADOMATSU, MASAO (19-11-4) U.C.L.A., commerce.	Departed
MAKINO, FUMIKO DOROTHY (28-3-4) Berkeley, zoology. B.A. Post-grad., 1 yr., Berkeley.	Guayule - Cytologist.
MARUYAMA, TADASHI (29-2-3) Pre-Dental L.A., Cal., diagnos- tician.	Sanitary Inspector Health Dept., Med. Service.
MATSUMOTO, HARRY HARUO (C. V.) U.C.L.A., social science. B.A.	Superintendent, Children Village.
MATUMOTO, LILLIAN YURI (C. V.) Berkeley, education, social economics. B.A. Post-grad., 2 yrs., Berkeley.	Social Case worker, Ass't supt. Children Village.
MINAMIKI, GEO. HISAHARU (14-3-1) Loyola, philosophy. B.A.	Student teacher, Education.
MITANI, SHUNZO DR. (2-9-4) Northwestern, Ill., music. Ph. D. Post-grad. 2 yrs. Cinn.	Music Director - Recreation.
MITSUUCHI, KOICHI (24-1-4) U.C.L.A., botany, bacteriology. B.A.	Cook - Kitchen #13
MIYAKE, SEIICHI (2-10-2*) Hawaii, science. B.S.	Janitor, Maintenance.
MIYAJI, MASANOBU CHARLES (6-3-3) 8 Berkeley, chemistry.	Senior Clerk, Procurement.
MIZUKAMI, KOJI (9-1-3) Indiana, civil eng., architect. B.S. Post-grad., 2 yrs., Berkeley.	Mess Oper. Store Acct., Assistant storekeeper.
MURATA, OKO (12-11-2) Whittier, science, economics. B.A.	Hospital Office - Chief X-Ray Clerk.
MURATA, SHIGE CHESTER (30-9-1) Berkeley, pre-med. B.A. A.A.	Departed.

NAKA, KAIZO (26-9-3)	Community Welfare Office
Berkeley; Stanford; economics.	Clerk Interviewer
B.S., M.S.	
Post-grad., 1 yr. Berkeley	
NAGATA, ROBERT KATSUMI (2-11-1)	Furlough
Berkeley, foreign trade.	
NAGASHIMA, ELBERT SHINICHI (5-9-4)	Education-Teacher
U.S.C., Biology.	
B.A.	
NAGASHIMA, MARY SHIZUE (5-9-4)	Housewife
U.C.L.A., education.	
B. of Education	
NAKAHIRA, SHIZUE GRACE (14-9-4)	Not working
San Francisco State, education.	
B.A.	
Post-grad. San Francisco State ?	
NAGAISHIM KENJI (31-6-4)	War Work Agriculture Office
Washington, chemical engineer.	Cost Accountant
NAKAJI, YOSHIO (34-2-3)	Dentist-Dental
U.S.C., dentistry.	
D.D.S.	
Post-grad. 1 yr. U.S.C.	
NAKAMURA, GENSHIRO (12-9-4)	Public Works Office
Berkeley, architecture	Chief Draftsman
B.A.	
NAKAMURA, YAEKO (12-9-4)	Education-Student teacher
U.S.C., Phys. Ed.	
B.A.	
NAKAMURA, YOSHIO (10-1-3)	Dentist-Dental
U.S.C., dentistry.	
D.D.S., B.S.	
NAKAZAWA, MASAO (15-8-4)	Education-Instructor
U.C.L.A., chemistry, mathematics.	
B.A.	
NISHIKAWA, E. AIKO (14-12-2)	Supervising teacher
Whittier, sociology, religion.	(Education)
B.A., M.A.	
Post-grad. 5 yrs. Pac. Schl. Rel.	
NISHIKAWA, TAKESHI (14-12-2)	Family Counselor
Baptist Theo. Seminary, theology	(Community Welfare)
B.A.	
Post-grad. 2 yrs. Baptist Theo. Semi.	

NISHIMURA, JOE YOSHITAKA (35-1-3) Davis, Ag., Eng. B.A.	Research worker (Guayule)
NAKAMURA, KENICHIRO (2-1-3) Pacific, Stockton, pol. sci. B.A.	Block Manager- Employment
NOMURA, SADAE (21-10-2) Berkeley, journalism. B.A.	Education-Instructor
NONOSHITA, HIROKO (9-10-3) U.C.L.A. bacteriology.	Not working
NOZAKI, ALBERT RYUICHI (28-6-4) U.S.C., architecture. B. of Arch., M.A., Post-grad. 1 yr. U.S.C.	Senior craft designer Industrial (woodcraft)
NOZAKI, KENJIE (28-6-4) U.C.L.A., Stanford, chemistry. B.A., M.A., Ph.D. Post-grad. 3 yrs. Stanford	Guayule-Guayule Co-Director
OKAMURA, KIKUYE INA (32-8-2) Chiropractic, L.A., chiropractic. D. Chiro., D. Naturopathic	Attendant- Health Dept. (Med. Service)
OKAZAKI, MARI (32-11-4) Berkeley, vocational education. B.A.	Pyschometrician (Education)
OKUI, JAMES JIRO (27-12-1) Washington, commercial B.A.	Mess 27-Jr. Cook
OKUNO, T. TAKEO, DR. (34-1-3) Berkeley, law & chemistry. B.A., B.S., D.D.S. Post-grad. 4 yrs. U.S.C.	Dental-Dentist
SAITO, AKI (33-4-4) U.C.L.A. psychology. B.A.	Education Office EX. Secretary Coll. Ass'n.
Saito, SACHIO (33-4-4) U.C.L.A. physics. B.A.	Med. and Health Head X-Ray Technician
SAKAGUCHI, CHICO CHIYEKO (11-7-3) U.C.L.A. English, Latin. B.A.	Student teacher - Education (Inst. Teacher)

SAKAGUCHI, MARY (11-7-3) U.C.L.A. bacteriology. B.A. Post-grad. 1 yr. Berkeley	Dr. Ass't.-Health Dept. (Med. Service)
SAKAMOTO, RICHARD KODO (24-4-4) U.C.L.A. chemistry, mathematics.	Not working
SAKUDA, KESANOSUKE FRED (19-11-2) U.S.C., pharmacy.	Pharamacist-Health Dept. (Med. Service)
SASAKI, SHIGEICHI (1-11-2) Chicago, architecture. B.A.	Education - Instructor (Carpenter)
SATO SANAYE (21-6-3) Freseno St., dietetics. B.A.	Housewife
SHIMIZU, KEICHI (29-6-2) Berkeley, med. science. B.A., M.D. Post-grad. 3 yrs. Berkeley	Physician - Health Dept. (Med. Service)
SHIMODA, KAGATO (31-9-1) Michigan, chemistry. B.S.	Agri. Oper. and clerks Research Chemist
SHINNO, MASAHIRO GEORGE (26-11-1) U.S.C., architecture B.A. Post-grad. 1 yr. U.C.L.A.	Consumers Enter. Mail order super.
SHINNO, MITSU MARJORIE (26-11-1) U.C.L.A., economics. B.A.	Consumer Enter. - Adm. Sr. Clerk (part-time)
SHIROYAMA, K. DICK (10-6-4) Minnesota, pharmacy. B.S.	Block Manager (Housing)
SLOCUM, TOKUTARO (24-9-4) Minnesota; Columbia; history, econ.	Departed
SUGIMOTO, SOKICHI (16-5-1) New York, accounting. Cert. in Account	Ass't. gen. manager Consumer's Enter. (Adm.)
SUZUKI, HIROSHI (23-8-2) U.C.L.A. math, physics, dentistry. B.A., M.A. Post-grad. 5 yrs. U.C.L.A. 1 yr. U.S.C.	Education - Instructor

SUZUKI, KAZUKO (23-8-2) U.C.L.A. English, Literature. B.A., M.A. Post-grad. 2 yrs. U.S.C. 1 yr. Chicago	Education - Instructor
TABATA, YOSHIO (8-11-1) U.C.L.A., bus. adm. B.S.	Personnel mgr. (Hospital)
TABUCHI, FRANK KOUJI (22-12-4) U.S.C., commerce	Agriculture Off. Personnel clerk
TAKAHASHI, FRANK YASUSHI (23-7-2) U.C.L.A., Bus. Adm. B.S.	Education Dept. - Statistician
TAKAHASHI, KAZUYUKI (35-8-2) Stanford, medicine. B.A. Post-grad. 1½ yr. Stanford	Instructor - Education (Inst. and teacher)
TAKAHASHI, SEIJIRO (16-13-1) Yale & Bethany, history. Ph. B.	Sanitary Inspector Health Dept. (Med. Service)
TAKAHASHI, TEIJI (7-7-2) U.S.C., medicine. M.D. Post-grad. 2 yrs. U.S.C.	Physician (Hospital)
TAKAMURA, KAZUE (32-2-3) U.C.L.A., science. B.S.	Death Valley (Hospital Aide)
TAKEDA, SHIGEJI (23-7-2) U.C.L.A., accounting. B.S.	Departed - Chicago
TAKENO, MAKOTO, ROY (1-12-2) U.S.C. journalism. B.A.	Information Office
TAKEUCHI, FRANK SEI (9-4-2) U.S.C., pharmacy. B.S.	Medical Service
TAKIMOTO, SHOJI (14-6-4) U.C.L.A. foreign trade. B.S.	Departed
TAMADA, KITARO (1-6-2) Tokyo, agriculture. ? Post-grad. 1 yr. Mass. Agr.	Nursery Man

TANAKA, KOTO JACK (13-13-4)	Death Valley (Fire Chief)
U.C.L.A., pol. sci. & accounting.	
TANAKA, TOGO (36-12-1)	Death Valley (Maint.)
U.C.L.A. Po. Sci.	
B.A.	
TANIGAWA, JANES TAMEJIRO (13-10-2)	Sr. Supply Clerk (Mess Office)
Washington, foreign ?	
B.B.	
TAYAMA, FRED MASARU (6-11-3)	Death Valley
Armour Inst. of Tech. Elec. Eng.	
B.S.	
TOGASAKI, YOSHIYE (7-10-4)	Departed
Berkeley, Public health,	
contagious disease, pediatrics.	
B.A., M.D.	
Post-grad. 4 yrs. John Hopkins	
TSUCHIYA, KIYOTSUGU WM. (20-1-2)	Dir. of Visual Education
Chicago, Museum Maint.	Education - (Inst. - Teaching)
TSURUTANI, HENRY JUNYA (18-1-2)	Director of Legal Aid
U.C.L.A. law.	
B.A., LL.B.	
UCHIMURA, SUMITAKA (10-7-3)	Legal Clerk (Legal Aid)
Hawaii, Pre-legal.	
B.A.	
Post-grad. 2 yrs. Harvard.	
USHIJIMA, HENRY TATSUTO (14-1-4)	Departed Chicago
U.C.L.A., accounting.	
B.S.	
WATANABE, TOSHIHISA TOM (29-7-4)	Physician - (Hospital)
U.C.L.A. zoology, chemistry.	
B.A., M.D.	
Post-grad. 4 yrs Chicago	
YAMAGUCHI, JAMES MASAE (18-1-3)	Education - Student Teacher
U.C.L.A. marketing, Bus. Adm.	
B.S.	
YAMAGUCHI, MIWAKO, (24-12-4)	Teacher's Aide - Education
U.C.L.A., Sociology.	(Inst. - Teach.)
YAMAGUCHI, SEIJI (29-1-4)	Not working
U.S.C. Sociology.	
B.A.	
YOKOTA, VICTOR TATSUYA (14-12-2)	Statistician (Census)
U.C.L.A., marketing.	
B.S.	

OCCUPATIONAL CLASSIFICATIONS OF EVACUEES:

Agricultural or Horticultural and Kindred Occupations	1261	Of this group 595 were farm operators, nursery operators, foremen, and managers as opposed to farm laborers of various kinds. The total figure represents 27 per cent of those classified.
Sales	663	Mostly all of these people are sales clerks.
Domestic Service	617	Of this group 448 were house men and yard men.
Managerial and Official	549	In this group are 138 hotel or restaurant managers, 297 retail managers, 73 whole-sale managers, 23 buyers and various other people who have held managerial positions or have held public or other office.
Personal Services	417	Of these 254 were cooks, waitresses, and waiters. Barbers, beauticians, and kitchen workers are also included in this group.
Semi-skilled Occupations	302	
Clerical and Kindred Occupations	214	All office workers and such people as telegraph and telephone operators and mail clerks are included in this category. The largest single group was of bookkeepers and cashiers, of which there were 77.
Skilled Workers	210	The largest group in this classification are cleaners and dyers, 28; seamstresses, 27; mechanics, 22. There were only 15 cabinet makers and carpenters, 1 electrician, and 2 plumbers.
Unskilled Workers not included above	174	
Professional Occupations	126	This includes 34 individuals classified as teachers although they are not qualified to teach in public schools. Accountants, doctors, musicians, and engineers are typical of the professions included.
Fishery Occupations (Exclusive of Cannery Workers)	99	

Semi-professional	49	This includes such people as dancers, commercial artists, photographers, and chiropractors.
Building Services	49	
Protective Services	6	
Forestry Occupations	2	
	<u>4738</u>	TOTAL CLASSIFIED

Memorandum

File

October 19, 1942

To: Mr. Walter A. Heath,
Senior Placement Officer

From: Kay Kageyama, Records Office

Subject: Statistical Tabulation of Students

	L.A. Co.	Other Counties
High School	182	25
College Or Jr. College	169	18

In accordance with your request for statistical data on high school and Jr. College students, the following data has been compiled. The figures refer to high school students who have graduated within the year of 1942 and also first and second year college or Jr. College students last attending in 1942.

Kay Kageyama
Kay Kageyama, Mgr.

KK/nt

	Pre-Schl	Nurseries	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	Grad class	Spec	No	
120																					
5 yr.	7	10	95	8																	
141																					
6 yr.			25	100	15	1															
119																					
7 yr.				28	82	9															
123																					
8 yr.				3	33	78	8	1													
128																					
9 yr.				1	6	36	73	11	1												
127																					
10 yr.					2	10	39	65	10	1											
149																					
11 yr.						2	7	56	65	10	1										1
154																					
12 yr.							2	9	50	58	10	5							2		
170																					
13 yr.							1	4	16	71	67	9	2								
143																					
14 yr.							1	2	4	15	70	80	19	1					1		
235																					
15 yr.									1	2	17	90	106	13	3				3		
204																					
16 yr.										1	5	16	106	88	14				2		1
213																					
17 yr.									1	1	1	2	37	107	96	1		21	5	1	
293																					
18 yr.													16	35	96	26	4	112	4		
2454	7	10	120	140	138	136	131	148	148	159	171	202	286	244	209	27	4	124	17	1	2
AGE-GRADE BREAKDOWN OF STUDENTS AT MANZANAR																					
MAY 1942																					

02-16

5 years old

Pre-School	7
Nursery	10
Kindergarten	95
1st Grade	8

6 years old

Kindergarten	25
1st Grade	100
2nd Grade	15
3rd Grade	1

7 years old

1st Grade	28
2nd Grade	22
3rd Grade	9

8 years old

1st Grade	3
2nd Grade	33
3rd Grade	72
4th Grade	8
5th Grade	1

9 years old

1st Grade	1
2nd Grade	6
3rd Grade	36
4th Grade	73
5th Grade	11
6th Grade	1

10 years old

2nd Grade	2
3rd Grade	10
4th Grade	39
5th Grade	65
6th Grade	10
7th Grade	1

11 years old

3rd Grade	2
4th Grade	7
5th Grade	56
6th Grade	65
7th Grade	10
8th Grade	1
111	1

12 years old

4th Grade	2
5th Grade	9
6th Grade	50
7th Grade	58
8th Grade	10
9th Grade	5
Special Class	2

13 years old

4th Grade	1
5th Grade	4
6th Grade	16
7th Grade	71
8th Grade	67
9th Grade	9
10th Grade	2

14 years old

4th Grade	1
5th Grade	2
6th Grade	4
7th Grade	15
8th Grade	70
9th Grade	80
10th Grade	19
11th Grade	1
Special Class	1

15 years old

6th Grade	1
7th Grade	2
8th Grade	17
9th Grade	90
10th Grade	106
11th Grade	13
12th Grade	3
Special Class	3

16 years old

7th Grade	1
8th Grade	5
9th Grade	13
10th Grade	105
11th Grade	83
12th Grade	14
Graduate	1
111	1

17 years old

6th Grade	1
7th Grade	1
8th Grade	1
9th Grade	2
10th Grade	37
11th Grade	107
12th Grade	96
Graduate	21
13th Grade	1
Special Class	5
No Schooling	1

18 years old

10th Grade	16
11th Grade	35
12th Grade	96
13th Grade	26
14th Grade	4
Graduate	112

Seigerson
W. H. H. H.

Copy

Manzanar, California
April 26, 1943

MEMORANDUM TO: Genevieve Carter
Education Department

The Purchasing Division is detailing Mr. Proff for the next month to go around and find materials which are needed to complete Administration Quarters and the Assembly Hall. Mr. Wilson says that while Mr. Proff is away, he will not be able to handle purchase orders. Will you, therefore, hold all purchase orders except emergencies until Mr. Proff's return.

(signed)
Lucy W. Adams, Chief
Community Services Division

LWA/bd

April 7, 1943

Manzanar P. T. A.

Clyde L. Simpson

Wagons

Miss Schauland asked me about the possibility of having the Manufacturing Division make several wagons for the Nursery Schools. Mr. Sasaki states that it will be impossible to make wagons of any type.

Personally, I think that a wagon in each Nursery School would be of value to the children. However, I do not feel justified in asking the W. R. A. to buy toys for our schools. Possibly, money to buy them may be raised through the efforts of the P. T. A.

Sincerely yours,

Clyde L. Simpson, Principal
Elementary Schools

April 7, 1943

Manzanar Christian Church

Clyde L. Simpson

School Buildings

Many teachers have been reporting to me that the furniture has been damaged in the buildings used by the churches over the week-ends. They have also reported that the school supplies, such as crayons, pencils, and paper are being used and in some cases, have disappeared. Last Friday I had new tables delivered to 21-15-1. Today, the teacher reported that over the week-end several tables were damaged, some even carved.

I would appreciate it very much if you would look into this matter and make every effort to preserve the school equipment and supplies when you have the use of these buildings.

Thank you for your cooperation, I remain,

Sincerely yours,

Clyde L. Simpson, Principal
Elementary Schools

TEACHER: Miss Helen Humpage...

FIRST GRADE TRANSFERS TO TRANSITION CLASS... #23 Ironing Room

		<u>ADDRESS</u>
Building 31-15...	Teshima, Jimmie Higashi, Hideko Asahara, David	27-9-2 30-9-4
Building 3-15...	Matsumoto, Kiyoshi Sumi, Shiyoko Takai, Mary Lou	4-13-1 10-9-3 16-14-3
Building 23-15...	Watanabe, Akio Ueno, Hiroshi Honda, Richard Norihiro, Masaaki Nakatani, May Emiko Shoji, Nancy Tatsui, Michiko	17-11-2 22-3-4 C.V. 17-6-2 24-8-2 29-6-1 29-12-5
Building 20-15...	Kubo, Mizuko Kawamura, Hiroshi Miyataki, Tabo Kinoshita, Kazuo Ohara, Mae Shimahara, Akimitsu	13-11-4 14-6-1 20-12-4 19-5-3 14-5-2 20-10-3

TEACHER: Miss Helen Humpage...

CHILDREN TO BE TRANSFERRED FROM KINDERGARTEN TO TRANSITION
CLASS... #23 Ironing Room..

Building 20...	Hoshizaki, Yoshio Ikebuchi, Kazuko	20-4-2 16-6-2
Building 31...	Uyeda, Aiko Higa, Key	36-12-4 35-11-2
Building 11...	Matsutaka, Hatsume Kobata, Robert Hagisawa, Edna Yamamoto, Yoko	10-6-3 11-9-3 6-11-4 11-1-4
Building 31...	Fukuda, Sadako Hirabara, Jo Anne	31-4-4 30-5-3
Building 1-14...	Nakee, Margaret Asanuma, Alice Nakagawa, Hiroko Nakahama, John	8-11-4 8-1-3 13-4-4 13-4-2
Building 23...	X Okazaki, Himeko Taniguchi, Louise	C.V. 29-13-2
Building 23- P.M....	Yamada, Michio Sansui, Sachiko Ooka, Akiko	24-8-3 22-13-2 22-13-1

TRANSFERS --3rd to 4th GRADE

From 21-5 (3) to 21-15 (4)...	Matsutsuyu, Setsuko Kuwata, Frank
From 5-15 (3) to 17-15 (4)...	Nakamura, Joyce Yuriko Kitani, Kazuo
From 32-15 (3) to 21-15 (4)...	Sasaki, Hiroshi
From 32-15 (3) to 30-15 (4)...	Honsho, Yoshiko Nakauchi, K. Frank
From 32-15 (3) to 17-15 (4)...	Tomikawa, Kathryn
From 32-15 (3) to 30-15 (4)...	Iwai, Nobuko Ohno, Shinko

POLICY CONCERNING USE OF PHONOGRAPH RECORDS

1. All phonograph records are being catalogued and placed in the closed cupboard in 1-14.
2. Records may be checked out from the librarian in 1-14 for classroom use for one day. Please return records after school as there are night classes which should have the privilege of their use.
3. When the need arises for the use of certain records for a longer period of time, check with Miss Moxley, Mr. Frizzel or Mrs. Nielsen for permission. A "reserved" list will be given to the librarian in 1-14 for the desired records.
4. Phonograph needles are ordered but must go thru "Priorities" so until they can be obtained we have only Mr. Frizzel's personal supply. A dozen needles, each to play 15 records, are placed with the librarian in 1-14. A few needles are with the machines. Please be careful with needles. Take them out of the playing arm when the machines are to be transported.
5. Do not stack books of records on each other. These are new records but once they are scratched they will always be scratched. Records should stand on their sides.
6. Elementary teachers should plan a listening lesson once a week. These lovely new records will correlate with units of work, reading or stories. Use the story material in the 1-14 music shelves.
7. For a limited time Mrs. Nielsen will use the Monday ~~school hour~~ ^{AFTER}, 3:45 to 4:45, in 1-14 as a listening hour for staff who wish to become more familiar with these records.

RECORDS

Trees
 To a Wild Rose
 To a Water Lily
 Finlandia
 Kreisler "My Favorites"
 Debussy (Suite Bergamasque Piano
 Singing Games
 Johann Struass for Dancing
 Greig (Peer Gunt Suite No. 1)
 A Morton Gould Concert
 Fred Waring & his Glee Club
 Steven Foster Melodies
 Songs of the Service
 Deanna Durbin Souvenir Album
 Plain Quadrille
 Dutchess
 When the Lights on on Again
 I don't want anybody at all

Ave Marie (Shubert)
 Prokofiev (Peter & the Wolf)
 Music of Victor Herbert
 Mendelssohns (Midsummer Nights
 Dream)
 Dvorak (Slavonic Dances)
 Nursery Rhymes
 Friml Meddies
 Tchaikovsky (Nutcracker Suite)
 Saint Saens (Carnival of the
 Animals)
 A program of Mexican Music
 Latin American Folk Music
 Marches by John Philip Sousa
 Music of Sigmund Romberg
 Hansel & Gretel
 Virginia Reel
 Rye Waltz
 Hip Hip Hooray
 That old Black Magic

Mr. Simpson

.....INSTRUCTIONS FOR EDUCATION WEEK PAGEANT.....

A. Dress rehearsal and performance schedules are as follows:

Place: Mess Hall 15

Time: Friday	March 19	1:30 P. M.
Monday	March 22	1:30 P. M.
Monday	March 22	6:30 P. M.
Wednesday	March 24	6:30 P. M.
Friday	March 26	6:30 P. M.

1. The children must be in their places, dressed and ready at the above stated hours.
2. Places for Friday afternoon are in mess hall 15 as follows:

		12. ²³⁻¹⁵ Kitagawa	6. ³⁰⁻¹⁵ Kincaid
22. ²³⁻¹⁵ Thomas	17. ²⁰⁻¹⁵ Beckwith Gratch	11. ³¹⁻¹⁵ Beekman	5. ²⁰⁻¹⁵ Kincaid
21. ³⁰⁻¹⁵ Thomas Atwood	16. ⁵⁻¹⁵ Sandrige	10. ²¹⁻¹⁵ Harrison	4. ⁵⁻¹⁵ Dales
20. ³⁻¹⁵ Hooper ²⁻¹⁵ Harding	15. ³²⁻¹⁵ Harding	9. Harrison	3. Dales
19. Jones	14. ¹⁷⁻¹⁵ Cox	8. ¹⁷⁻¹⁵ Bailey	2. ⁵⁻¹⁵ Lewis
18. ²¹⁻¹⁵ Dombrowski H. S. Girls	13. Dombrowwki	7. ⁹⁻¹⁵ McFarland	1. Lewis

3. Only the children who are in the program Friday are to come to mess hall 15. They will be allowed to remain in the building to watch each other. All children are to report to school Friday afternoon as usual and the teachers will dismiss those not in the program and come with those in the program to mess hall #15.
4. The children who have complete costumes will receive their costumes from their teachers in their own school rooms Friday after lunch and dress at school. After Friday's performance these costumes will be checked back to the teachers where the children's own clothes are. Then Mrs. Yoshizawa will collect all of the costumes and have them at building 20 for Monday and following performances.
5. For the rehearsal Monday, the children will again report to school as usual Monday afternoon. All third, fourth, fifth, and sixth grade pupils not in the program will be invited to mess hall #15 to see the Monday afternoon dress rehearsal. The children who are not in the program and who are in grades kindergarten, first, and second will be dismissed. Teachers who do not have pupils in the program will sit in the mess hall with the third, fourth, fifth, and sixth grade pupils who are the audience. Teachers who have pupils in the Pageant will have new places as follows. (These places will be for Monday afternoon and evening, Wednesday evening, and Friday evening.)
 - a. Two school building, 21 and 20, will be used by the children in the Pageant as waiting rooms. Miss Moxley will be in charge of 21 and Mrs. Yoshizawa in charge of 20. Misses Lewis, Dales, Bailey, Kincaid, Harrison, Cox, Thomas, Beckwith, Gratch will bring pupils to school building 21.

Misses McFarland, Dombrowski, Jones, Harding, Sandridge, Hooper, Atwood, Beckman, Kitagawa, Nakamura will bring pupils to building 20.
 - b. Building 20 is for those groups which are completely costumed. The children will come in their own clothes and dress at building 20. Each teacher is asked to remind her own pupils to bring certain items of clothing that they are to furnish. Mrs. Yoshizawa will have all of the costumes in the nursery rooms and when fully dressed, the children will sit in the other rooms in the building. After the Monday afternoon performance, the costumes will be taken off and left with Mrs. Yoshizawa. When the children return Monday evening, they will find the costumes as in the afternoon. After the evening performance, they will again check

Their costumes with Mrs. Yoshizawa and do the same for Wednesday and Friday performance.

6. Mrs. Nielson will be out front with the piano and orchestra at all times. Miss Hosford will be the stage manager back stage. She will have 4 errand boys called "call boys" who will go back and forth between building 20 and 21 calling each teacher's group in plenty of time for the performance. "Plenty of time means two numbers before your turn. Groups should come quickly and quietly when called to the northeast door of messhall 15 and wait back stage until Miss Hosford gives the signal to go on stage. After each group has performed, they will leave by the northwest door and return to places in buildings 20 or 21. Children in singing groups of the kindergarten, first, and second grade levels will be excused to go home after they have checked in their costumes or properties. Children in third, fourth, fifth, and sixth grade groups and those in the primary grades who are completely costumed will wait to be called for the Finale.

7. For the Finale, groups will be called as follows. The costumed groups will be in this order.

Engel
a. Nakamura
b. Dombrowski
c. Jones
d. Sandridge

e. Hooper
f. Atwood
g. Beekman

They will enter messhall 15 by the northeast door and line up on the stage in rows. This order allows the biggest groups to go in first and stand in the back and groups make lines in front until the last first grade group completes the first row. The singing groups will be called as follows:

a. McFarland
b. Lewis
c. Dales

d. Bailey
e. Kincaid
f. Harrison
g. Cox
h. Harding

The first three groups will go around the west side of messhall 15 and enter by the west side door and make a single line along the west wall inside the building. The rest of the groups will go along the east side of messhall 15 to the east side door and make a line along the east wall inside the building. All groups will report back to their own places in 20 or 21 after the Finale to check in costumes. Each teacher will dismiss her own groups.

- B. Each teacher is responsible for the behavior of her own groups. Teachers are asked to announce carefully each day where the children are to go and what they are to bring. The teachers are reminded that the children are to report to school as usual morning and afternoon.

1. Teachers are cautioned to notice that while the parents may come to only one, the children who are in the show must be at every performance.

C. Each child who is in the performance will be given two tickets which may be used by his parents or friends. The remaining tickets will be divided evenly between the blocks and given to the block manager. Children who are not in the show are to tell their parents and friends to obtain tickets from the block managers.

- D.
1. Danish "Dance of Greeting"
 2. Spanish "Lightly Row"
 3. English "John Peel"
 4. Negro "Tap Dance"
 5. Welsh "All Thru the Night"
 6. Early Am. "Virginia Reel"
 7. Irish "Piping Tim of Galway"
 8. Amer. "Captian Jinks"
 9. Amer. "Our Flag"
 10. French "Tambourine"
"Frere Jacques"
 11. German "Jack-in-the-Box"
Kindergarten Songs (Gratch)
" Rhythms (Kitagawa)
 12. Russian "Snow Storm"
 13. Hungarian "Csebogar"
 14. Dutch "Dutch Shoes" (Japanese Getas)
 15. Japanese "Fan Dance"
 16. Japanese Am. "Original Dance to Yankee Doodle"
 17. Danish "Shoemaker's Dance"
 18. Norwegian "Mountain March"
 19. Italian "Funiculi-Funicula"
"Airs from Operas"
 20. Finale "America the Beautiful"
"School Song"

M. Simpson

READING ABILITY OF MANZANAR STUDENTS

Reading limitations are among the most glaring problems that confront the schools of today. There is probably a closer relationship between reading ability and school success than between any other factor, including intelligence, and school success.

It has long been felt that training in reading skills was a responsibility of the elementary schools only, and that those beyond about the sixth grade would need no further training in reading. Evidence is accumulating, however, to show that reading as a tool of learning is becoming increasingly important in secondary schools and on the university levels. If this increasing demand for continued improvement in reading is not met the student soon encounters difficulty in mastering subjects which make reading requirements far greater than his reading ability.

Ability to gain meaning from the printed page is capable of almost unlimited development and improvement. Each teacher, in every subject, must assume an active responsibility for improving reading skills and skills in correct English usage if any real gains are to be made. Correct English may be considered a cloak to put on in English classes for the benefit of the English teacher only, if English teachers are the only ones to show any concern about it.

In the Manzanar high school are about 1100 pupils who have come to us from 207 high schools. The great variation in backgrounds of these pupils has loomed very large for their teachers and administrators. Because of the importance of reading in school achievement, of the bi-lingual backgrounds of many of the students, and of the vast differences in educational programs to which they had been subjected, it was decided to give a standardized reading test and to compare Manzanar reading abilities with national norms.

In order to plan and carry out a meaningful educational program for a given student it is important to begin with him "where he is". "Where he is" must be determined in relationship to some goal or standard. That goal in the case of standardized tests is a norm or median calculated statistically over a large number of cases.

In March, 1943, the Iowa Reading Tests were given to Manzanar pupils, the advanced to grades 10, 11, and 12, and the elementary to grades 7, 8, and 9. These tests show a great spread in reading ability among students of any given grade. In our eleventh grade, for example, we have students with a reading ability ranging from fifth grade level to the 15th grade level inclusive, a spread of eleven grades. In the tenth and twelfth grades we have a ten grade spread, from fifth to fourteenth and from sixth to fifteenth respectively. Ninth graders range from fifth to thirteenth, eighth graders from fourth to twelfth, and seventh graders from fifth to eleventh, all inclusive.

In each grade the parts of the test dealing with poetry comprehension Manzanar pupils exceeded the standardized norm. In the parts dealing with vocabulary, such as word meaning and sentence meaning, they fell drastically below the norm. The mean of the medians of all the parts of the tests show Manzanar pupils a full grade below the standardized norms. This is true in spite of the fact that 41% are above their respective grade norm.

Some Curriculum Implications. These test results indicate that we have an urgent need for vocabulary building, especially, and a definite need for improving the reading speed and comprehension of a majority of our high school pupils.

Correct English usage, both oral and written, and including sentence meaning, spelling, vocabulary building peculiar to each subject, must become the concern of all teachers.

Accordingly, some curriculum changes have been and are being suggested:

It is believed that an increased knowledge of prefixes and suffixes will aid materially in getting meanings out of words. Such a list is now prepared and is being put into the hands of English teachers. It is suggested that each student have space in his notebook devoted to new words peculiar to each subject and that he try to add at least 25 new words to his "working" vocabulary each week. Ability to succeed in almost any course depends largely upon a knowledge of words and terms peculiar to that course.

New text books, Let's Read, prepared for the purpose of increasing speed and comprehension in reading are now being used in grades eight, nine, and eleven.

Current Events have been ordered for use in seventh, eighth, and ninth grades, and Scholastic magazines for tenth, eleventh, and twelfth. These contain a sufficient number of interesting stories, articles, and reading materials to appeal to the reading tastes of most pupils. They also serve the purpose of helping Manzanar to keep up with the outside world.

How To Improve Your Reading Skill pamphlets are ordered and will soon be put to use in English classes.

Workbooks, Modern Living for 7, 8, and 9th grades, and Tomorrow's Horizons for grades 10, 11, and 12, are ordered for reading and language improvement.

Personal Growth Leaflets, consisting of easy and interesting reading materials, will be rotated among classes.

Famous Biographies of scientists, authors, men of medicine, famous women, American Statesmen, Religious Leaders, Great Philosophers, famous rulers, will be in the education library along with such new books as Madame Curie, Mechanical Trades, The Doctor and His Patient, Book of Games, Nature Encyclopedia, Great Short Stories of the World, Sue Barton, Our Armed Forces, One World, and others for free reading purposes. Pupils must begin to read if they are to improve in reading ability. With such a range of interest appeal as these books and magazines have it is believed that most students will read more with them available than they have been. Announce to your students that these books are in the library.

Subscriptions to Life Magazine, Readers Digest, Model Airplane, Popular Mechanics will be in the education library.

Pamphlets dealing with current problems, issued by The Post War World Council, The Department of Commerce, The Educational Policies Commission, The American Council on Education, the Office of War Information, the U. S. Office of Education, and others are being used in our social problems and social living courses.

A remedial class in reading is being planned for the summer. Reading in General, by Gray, and Reading and the Educative Process, by Witty and Kopel, have been ordered as guides for teachers in the improvement of the reading program. These will be in the professional library at 7-4-4.

The following are being made available:

1. For use in classes of English and Social Sciences

Scholastic Magazine	150 copies
Current Events	150 copies
Reading workbooks for Junior High School	200 copies
Reading workbooks for Senior High School	265 (World Horizons)
Special texts - "Let's Read" for 8th and 9th grades	100 copies
Pamphlets - How to Improve Reading Skills	100
Story of Our Calendar	40
Rules of the Road	40
Telling Time Through the Centuries	40
The Story of Numbers	40
The Story of Weights and Measures	40
The Story of Writing	40
Personal Growth Leaflets (Complete assortment)	3 sets
Student Self-government	50
Your Life in the Making	50
Your Mind in the Making	50
Your Health in the Making	50
Your Home in the Making	50
Your Citizenship in the Making	50
Your Personality in the Making	50
A Golden Treasury of Beauty and Wisdom	50
Selections from Abraham Lincoln	50
Learning to be a Leader	50
A Parliamentary Primer	50
The Code of the Good American	50

The Iowa Tests themselves are being used as study sheets. Word study sheets containing prefixes, suffixes, word roots, vocabulary suggestions, rules for forming plurals, spelling suggestions, suggestions on how to study are now prepared.

2. For use in School Library

Magazine - 1 Life, 3 Readers Digest, 2 Popular Mechanics, 1 Model Airplane News

Books - 3 Sue Barton, Student Nurse
 5 Living Biographies of Famous Women
 5 Living Biographies of Great Scientists
 5 Living Biographies of American Statesman
 2 Living Biographies of Great Poets
 2 Living Biographies of Great Painters
 2 Living Biographies of Religious Leaders
 1 Living Biographies of Great Composers
 2 Living Biographies of Great Philosophers
 2 Living Biographies of Famous Rulers
 3 I Married Adventure - Osa Johnson
 3 Madame Curie
 2 The Human Body
 2 A Christmas Carol
 2 Mechanical Trades
 2 The Doctor and His Patient
 3 Book of Games
 1 Nature Encyclopedia #B324

2 Great Short Stories of the World #B342
6 Our Armed Forces
5 One World

3. For use for teachers

Reading and Educative Process by Witty & Kopel
Reading in General Education by Gray
The Emerging Secondary School Curriculum by Spears
Secondary Education in American Life by Spears
Modern Secondary Education by Douglass
California Journal of Secondary Education
The Cleaning House
Social Education

In conclusion, then, we at Manzanar have a "reading" job to do. We must develop reading tastes, skills, comprehension. We must do that, not by talking about it, but by setting up an environment in which these outcomes will actually be developed. Curriculum materials are being made available for such a job. It will take the cooperative effort of us all, teachers, pupils, administrators, to achieve the results we all admit are necessary. Small study groups of teachers, social living teachers, English teachers, social problems teachers, etc., are being held for consideration of common problems and for future planning.

It is desired as has already been suggested that we be in a position to write up our curriculum as a consecutive program, from nursery to adult education, to adult education, inclusive, before this semester ends. Will you continue to be thinking through your part of this assignment so that your contribution will be just what you would like it to be?

W. Melvin Strong
Dr. W. M. Strong
Curriculum Adviser

*Mr. Simpson*WORD STUDY SHEETSMANZANAR HIGH SCHOOL

Results of the Iowa Silent Reading Tests, recently taken at Manzanar high school, indicate a serious need on the part of a great number of students for concentrated study of word meanings. It is believed that an increased knowledge of prefixes and suffixes would aid materially in getting the meanings out of words.

What is the meaning of each of these words: protozoa, telephone, autograph, interurban, motorcycle, plutocracy, autocracy, circumnavigate, transoceanic, synthesis, autobiography, anthropomorphism, post script, metamorphosis, protoplasm, automobile, barometer, motometer, sophomore, psychology, antidisestablishmentarianism.

Tell the meaning of words in the illustrations that follow:

LATIN PREFIXES

<u>PREFIX</u>	<u>MEANING</u>	<u>ILLUSTRATION</u> (add others)
a, ab	from, away	avert, abstain
ad, af, at	to	adhere, affix, attain
ante	before	antedate
circum	around, about	circumference, circumscribe
con, cor	with, together	convene, correspond
contra, counter	against	contradict, counteract
de	from, down	descend, debase
di	apart	divert, divorce
dis	not	disagree, dissuade, disease, disobey
e, ex	out of, from	eject, exit, excommunicate
extra	beyond	extravagance, extraordinary
in, im, ir	not	inappropriate, imperfect, irresponsible
per	through	permeate, perceive
post	after	postscript, posterity, postpone
pre	before	precede, predict
pro	for, forth	pronoun, procession
re	back, again	recall, revive, retrogress
sub, subter	under	subordinate, subterfuge, subscribe
super	over, above	superintendent, supervise, supernatural
trans, tra	across, beyond	transport, traverse, transcontinental

GREEK PREFIXES

a, an	without	atheist, anarchist
ambi, amphi	both, around	ambidextrous, amphitheater, amphibious
ana	through	analysis
ant, anti	against	antonym, antipathy, antiseptic
apo	from	apology
cata	down	catacomb, cataract
dia	through	diameter, diagnosis

epi	upon	epitaph, epigram, epidemic
hyper	above, over	hypercritical, hyperbole, hypersensitive
hypo	under	hypodermic, hypocrite
meta	beyond	metaphysical
mono	one	monotheist, monocle, monologue
para	similar	parable, parody, paraphrase
peri	around	perimeter, periscope
poly	many	polygon, polysyllable, polytechnic
syn	with	synonym, synchronize, synthetic

PREFIX

MEANING

PREFIXES

ILLUSTRATION (add others)

ab	from	abstain
auto	self	automobile, autograph
tele	far	telephone, telegram
en	to make, put in	enrich, enroll
un	removal, not	unload, uncertain
mis	wrongly	misuse, misunderstand
inter	among	international
non	not	nonsense
bi	two	bisect
homo	same	homonym
mega	large	megaphone
micro	small	microscope
macro	large	macroscopic
neo	new	neolithic, neophyte
paleo	old	paleolithic
pan	all	pan-American
proto	first, simplest	protoplasm, protozoa
pseudo	false	pseudonym, pseudo-science
baro	weight	barometer
bio	life	biology, autobiography
ge	earth	geology
hydro	water	hydraulics
neuro	nerve	neuritis
photo	light	photoelectric, photosynthesis
ped, pus	foot	pedal, octopus
psycho	mind	psychology
theo	god	theology
anthro	man	anthropomorphism
inter	between	interurban, intersection
hemi	half	hemisphere
tri	three	tricycle
cent	hundred	centepode
mille	thousand	milligram
quad	four	quadroped
zoon	animal	zoology
terra	land	territory
co	both, equal	co-ed, co-operative
osteo	bone	osteoplastic
thermo	temperature	thermometer
demos	people	democracy
cred	believe	credible, credit, credulous
bene	well	benefactor, benefit
facto	to make	factory, benefactor

WORD STUDY

<u>WORD ROOT</u>	<u>MEANING</u>	<u>ILLUSTRATION</u> (add others)
caput (capit)	head	captain, capital, per capita
dens (dent)	tooth	dentist, dental, dentrifice
populus	people	population
audire (audit)	to hear	auditorium
dicere (dictum)	to say	dictate
finis	end, limit	finished
lex (legis)	law	legislature
judex (judius)	judge	judicial
fortis	force	fortitude
magnus	great	magnificent
collect	to gather	collection, collective
profess	to declare	profession, professional
oppress	to burden	oppression
express	to utter	expression
decide	to settle	decision
produce	to bring forth	production
extend	to stretch out	extension
define	to limit	definition
heal	to cure	health, healthful
elect	to choose	elections
ardor	zeal	ardent, arduous
buoy	to float	buoyancy
alien	foreign	alienation
urban	city	urbane, urbanity
clear	bright	clarify, clarification
execute	to carry out	executive
image	mental picture	imagination
gratify	to please	grateful, gratitude
capture	to take	captive, captivity
inhabit	to live in	inhabitable, inhabitant
remit	to send back, to pardon	remission remittance
fertile	fruitful	fertility
vital	full of life	vitality
pacific	peaceful	pacify
sympathy	compassion	sympathize
terror	fright	terrible
antique	very old	antiquated, antiquity
vary	to change	variety, variable
author	the originator	authority, authorize
signal	sign	signification

SUFFIXES

<u>SUFFIX</u>	<u>MEANING</u>	<u>ILLUSTRATION</u> (add others)
able, ible	that may be, worthy of	movable, lovable, digestible
al, ial	pertaining to	national, facial
ance, ence	state of being	abundance, obedience
ant, ent	one who, that which	servant, student
er, or	one who	teacher, sailor
ful	full of	hopeful, skillful
ish	having the quality of	boyish
ity	the quality of	humility
less	without	pennyless
ness	state of	goodness

<u>SUFFIX</u>	<u>MEANING</u>	<u>ILLUSTRATION</u> (add others)
ous	full of	joyous, poisonous
ry	state of	rivalry, ministry
gress	to step	progress, transgress
logy	study of, science of	biology
meter	to measure	thermometer
phone	sound	telephone
graph	to write	telegraph, autograph
gram	writing	telegram, monogram
scribe, script	to write, writing	transcribe, postscript
en	to make	shorten
est	most	shortest
ize,	to make or give	criticize
ism	dogma, teaching	communism
itis	inflammation, disease	meningitis, neuritis
scope	instrument	telescope
sophy	wisdom	philosophy
mobile, motile	movable	automobile
lith	stone	monolith, neolithic
gam	marriage	monogamy
cycle	wheel	bicycle
dermis	skin	epidermis
morph	form	anthropomorphic
kratos (cracy)	power	plutocracy, democracy

VOCABULARY

Have space in your notebook for each class devoted to new words peculiar to that class. Try to add at least 25 new words a week to your "working" vocabulary. "Use a word three times and it is yours." A good vocabulary is the foundation of adequate expression; it is probably the most important single factor in school achievement.

Here are some easily confused words. Try to distinguish differences between pairs. Add others to the list.

accept	except	affect	effect
adapt	adopt	among	between
admire	adore	apology	excuse
advice	advise		

A study of synonyms, homonyms, antonyms should help us to become better acquainted with words. Add to the following lists and be sure you understand the various shades of meanings of words used.

Synonyms are words of the same language having the same or essentially the same meaning.

terse - succinct - laconic
conceal - cover - secrete - shroud - cloak - mask - veil

Homonyms are words alike in sound but different in meaning.

bare - bear hair - hare

Antonyms are words that are opposite in meaning of other words of the same language.

analysis - synthesis rich - poor

READING TECHNIQUES

We read by means of rhythmic eye movements or eye spans, about 4 to a line for a good reader.

Fastest readers comprehend most. Slow readers get words, rather than ideas from their reading. Vocalization in reading should be eliminated.

Learn to concentrate by hurrying and by reading in a noise. Some people practice concentrating by listening to noises.

Keep track of your reading improvement on a chart like this:

DATE	WORDS PER MIN.	COMPREHENSION	MATERIAL	COMMENT (Your own idea)
5/27/43	125	40%	History text	

Don't count the individual words. Count the number of lines, multiply by the average number of words in each line, and then divide by the number of minutes.

Speed up your reading. One man's rate of reading was 500 words per minute. With a little practice he increased his speed to 1200 words per minute. You must learn to group together words that make sense when read together. Sense grouping helps you to read faster. Reread the selection below several times. You can read faster when material is familiar.

Suppose / Uncle Sam / should decide / to take / all the gold / from his vaults / and use it / to pave a road.

He could build / a two-lane highway / of gold, / spread one-sixteenth / of an inch thick, / stretching all the way / from New York to San Francisco. / There would be enough gold / left over / to build another road, / not quite / so wide, from New York / to Washington.

Gold / worth more / than ten billion dollars / is piled up / in Uncle Sam's / treasure houses. / He has had / to build / new treasure houses / to guard / his growing store of gold.

One of the new vaults / is near Fort Knox, Kentucky. / It is built under- ground. / It is protected / by armed men / and / by many scientific devices. / An electric eye gives an alarm / if a stranger draws near. / The vault / and its treasure / can be flooded / with water / if necessary.

Another / new vault / has been built / at Denver, Colorado. / Some of the Government's gold / has been moved there / from San Francisco. / It is felt / that the gold would be safer / inland, / in case an enemy / should ever attack our shores.

How do you like this: -

Read the next line of type from right to left and, when you reach the end of .line each with alternating, on so and left the at next begin, line this
Is it easier to read? Do you think all books should be written like this?

RULES FOR FORMING THE PLURALS OF NOUNS

Probably the most common difficulty experienced by Manzanar pupils is in forming plurals. The following rules and illustrations are prepared in the hope that we may develop a "feel" for plurals.

1. The regular rule for forming the plurals of most nouns is to add s to the singular. If the final letter of the singular does not unite in sound with s (as in the case of x, z, ch, s etc.) add es.

boy - boys, horse - horses, box - boxes, church - churches

2. If a noun ends in y preceded by a consonant, the plural is formed by changing the y to i and adding es.

history - histories, city - cities, memory - memories

3. (a) If a noun ends in o preceded by a consonant, add es to form the plural.

hero - heroes, tomato - tomatoes, potato - potatoes (some exceptions are: pianos, solos, cantos)

(b) To nouns ending in o preceded by a vowel add s:

folio - folios, cameo - cameos, radio - radios

4. Some nouns ending in f or fe, change the f or fe to ves to form the plural:

calf - calves, knife - knives, half - halves

Others add s regularly: proofs, hoofs, roofs.

5. Irregular plurals. Some words change the vowel to form plurals:

man - men, woman - women, mouse - mice, foot - feet, goose - geese, cherub - cherubim, child - children.

6. Compound words: (Usually only the principal word is changed to its plural form)

son-in-law - sons-in-law, man-of-war - men-of-war, poet-playwright - poet-playwrights, court-martial - courts-martial

7. Words ending in ful form their plurals by adding s:

spoonful - spoonfuls, mouthful - mouthfuls, handful - handfuls

8. Letters of the alphabet, numbers and mathematical signs form their plurals by adding 's.

r's, a's, 4's, x's, 7's, -'s, ÷'s

9. The following words have the same form in the singular and plural:

means, sheep, deer, athletics, politics, ethics, wages, series, mackerel, bellows, species, hose

10. Some words have two plurals whose meanings are different:

cannon - cannons (used separately)	cannon (used collectively)
brother - brothers (of a family)	brethern (in a church)
head - heads (of bodies)	head (of cattle)
fish - fishes (used separately)	fish (used collectively)

11. Some nouns are used in the plural only: scissors, trousers, shears, proceeds, suds, ashes, riches, pincers, clothes, pliers.

12. Some nouns ending in s are singular in meaning: measles, news, mumps, mathematics, civics, physics, economics, the United States.

PLURALS OF FOREIGN WORDS

<u>SINGULAR</u>	<u>PLURAL</u>
thesis	theses
datum	data
basis	bases
crisis	crises
stratum	strata
alumnus	alumni (male graduate)
alumna	alumnae (female graduate)
ellipsis	ellipses
hypothesis	hypotheses
analysis	analyses
bacillus	bacilli
diagnosis	diagnoses

The following words have both a foreign plural form and an English plural formed by adding s:

<u>SINGULAR</u>	<u>FOREIGN PLURAL</u>	<u>ENGLISH PLURAL</u>
phenomenon	phenomena	phenomenons
automaton	automata	automatons
criterion	criteria	criteria
cherub	cherubim	cherubs

SPELLING SUGGESTIONS

First, try to see a word whole; see it in its context; Then if you don't get it, break it up, apply rules.

a. Words ending in final e usually drop the final e before a syllable beginning with a vowel: e.g., ride - riding, hope - hoping, love - loving; exceptions are found in compounds taking the suffix - able; e.g., marriageable, serviceable, loveable, peaceable.

b. If the added syllable begins with a consonant, the final e is usually retained: e.g.,

manage - management, peace - peaceful, hope - hopeful

- c. If the word ends in double e, both e's are retained before a vowel or a consonant; e.g.,

agree - agreeing - agreement

- d. ei and ie combinations: when these are sounded like e, ei is used after c, and ie after any other consonants, e.g.,

receive, believe, grieve, etc.; (some exceptions are: leisure, seize, neither, etc.)

When these are sounded like ay, ei is generally used: e.g.,
reign, veil, etc.

When these are sounded like long i, ie is used: e.g.,
die, lie, etc. (some exceptions are words ending in ght: height, sleight, etc.)

When these are sounded like short e or i, ei is used: e.g.
heifer, foreign, etc.

Some Suggestions for Studying

Add others that seem important to you

1. Be sure you understand the assignment.
2. Get the necessary materials together quickly and begin to study at once.
3. Remember that you are working for yourself when you are studying. What you get out of it depends entirely on you.
4. Work as hard as you can while studying, as this helps you to concentrate on your work and will bring the best results. Day dreaming is not to be regarded as study.
5. Get all you can by yourself, and do not ask for help unless it is absolutely necessary. This will make you an independent worker.
6. Select the hardest or the most important points in the lesson, and give each of these points careful study.
7. In your reading, form the habit of summarizing paragraphs, that is, making a list of the most important part after you have finished reading each paragraph.
8. After studying a lesson in history or geography, think it all through following a topical outline. Give yourself time to think.
9. Form the habit of making brief notes on important points as you come to them in your reading or listen to them during class discussion.
10. Invent devices or use those suggested by the teacher to assist you in remembering simple facts that you need to remember.
11. Think over your work and try to find simple illustrations that will help in making clear your solution of the problem.

12. Keep a list of your own weak points and review them frequently.
13. Perfection is beyond the reach of most of us, but daily improvement is possible for all.
14. Good work and study habits are more important than any body of subject matter.

SUGGESTIONS FOR PANEL DISCUSSIONS

We have a real need here at Manzanar to get students to express themselves. Panels, oral reports, speeches are excellent ways of accomplishing this.

THE PURPOSE OF PANELS:

A panel is an organized conversation among the members, often with some participation on the part of the audience, with the object of bringing out all sides of a problem and arriving at a constructive course of action and thinking. The object is not, as in formal debate, to prove the superiority in argument of one team or individual over another.

MEMBERS OF THE PANEL:

A Chairman

Three or four members who present special phases of the subject

Several other members who, because of experience or study, are qualified to enter into the conversation by questions and answers

RESPONSIBILITY OF THE CHAIRMAN:

The Chairman should see that the members are seated advantageously. Chairs are usually grouped either in a semicircle or about three sides of a table facing the audience.

The Chairman opens the discussion by introducing each speaker, telling who he is and what his special qualifications are. As he calls on them, he may again incidentally repeat not only names but something about their qualifications.

The Chairman keeps the discussion moving, encouraging the more reticent, draws out audience participation, and acts as referee if necessary.

RESPONSIBILITIES OF MEMBERS:

Those members who have been assigned special phases of the topic must be prepared through experience, investigation, and reading to present their special part of the subject in a three to five minute presentation when called on by the Chairman to do so. Such preparation makes possible a helpful asking and answering of questions, also, as the discussion unfolds.

The members who do not have special assignments are chosen for a general familiarity with the topic, and their ability to follow the discussion and help keep it moving forward. All members need the ability to follow the argument, see the point quickly, and avoid dragging in irrelevant matter.

DIVISION OF TIME:

The Chairman in his introductory remarks usually announces the division of time. One third may be given to the presentation of several sides of the problem, one third to questions, answers, and further exposition on the part of panel members, and one third thrown open to the whole audience, who can ask questions of the panel members or present their own ideas.

At the end of the hour, the Chairman may summarize important points or may simply close the meeting with thanks to all who have taken part.

HISTORY OF THE FLAG

The flag of the United States of America is the third oldest of the National Standards of the world; older than the Union Jack of Britain or the Tricolor of France.

The flag was first authorized by Congress, June 14, 1777. This date is now observed as Flag Day throughout America.

It was first decreed that there should be a star and a stripe for each State, making thirteen of both; for the States at that time had just been erected from the original thirteen colonies.

The colors of the flag may be thus explained: The red is for valor, zeal and fervency; the white for hope, purity, cleanliness of life, and rectitude of conduct; the blue, the color of heaven, for reverence to God, loyalty, sincerity, justice and truth.

The star (an ancient symbol of India, Persia and Egypt) symbolizes dominion and sovereignty, as well as lofty aspiration. The constellation of the stars within the union, one star for each State, is emblematic of our Federal Constitution which reserves to the States their individual sovereignty except as to rights delegated by them to the Federal Government.

The symbolism of the flag was thus interpreted by Washington: "We take the stars from heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty."

In 1791, Vermont and Kentucky were admitted to the Union and the number of stars and of stripes was raised to fifteen in correspondence. As other States came into the Union it became evident there would be too many stripes. So in 1818 Congress enacted that the number of stripes be reduced and restricted henceforth to thirteen, representing the thirteen original States; while a star should be added for each succeeding State. That law is the law of today.

The flag was first carried in battle at the Brandywine, September 11, 1777. It first flew over foreign territory January 24, 1778, at Nassau, Bahama Islands, Fort Nassau having been captured by the Americans in the course of the war for independence. The first foreign salute to the flag was rendered by the French Admiral La Motte Piquet, off Quiberon Bay, February 13, 1778.

The flag first rose over thirteen States along the Atlantic seaboard, with a population of some three million people. Today it flies over forty-eight States extending across the continent, and over great islands of the two oceans; and one hundred thirty millions owe it allegiance. It has been brought to this proud position by love and sacrifice. Citizens have advanced it and heroes have died for it. It is the sign made visible of the strong spirit that has brought liberty and prosperity to the people of America. It is the flag of all of us alike. Let us accord it honor and loyalty.

It embodies the essence of patriotism. Its spirit is the spirit of the American Nation. Its history is the history of the American people. emblazoned upon its folds in letters of living light are the names and fame of our heroic dead, the Fathers of the Republic who devoted upon its altars their lives, their fortunes and their sacred honor. Twice-told tales of National honor and glory cluster thickly about it. Ever victorious, it has emerged triumphant from eight great National conflicts. It flew at Saratoga, at Yorktown, at Palo Alto, at Gettysburg, at Manila Bay, at Chateau-Thierry. It bears witness to the immense expansion of our national boundaries, the development of our natural resources, and the splendid structure of our civilization. It prophesies the triumph of popular government, of civic and religious liberty and of national righteousness through the world.

THE SOCIAL LIVING COURSES

The social living course began as a fusion of English and social studies; it has been called "basic curriculum", "core course", "core curriculum" and "social living" by its friends, and still worse names by its enemies.

This course usually occupies two periods a day, is taught by a single teacher cuts across traditional subject matter lines and stresses such things as common ideals, common attitudes, common understandings. Such common backgrounds are good in war or in peace, good for all men at all times and in all places. The chief aim is to develop better tastes, better opinions, and better voters. The social living course has no immediate, practical, or vocational aims.

The social living course has developed in response to the much felt need of adjusting part of our school program, at least, to the individual differences in ability, interest, need, and maturation level of the students we are trying to service. It is attempting to do this by making the social living course the center of guidance activities, by making it responsible for a continuation of fundamental processes, and giving it the assignment of general education.

With this double period organization it seems reasonable that a given teacher should be able to "learn" each pupil at least twice as well as he could twice as many pupils in two single periods. In other words, he can do a better job of guidance and counseling half as many pupils that he meets for two periods a day than he can twice the number with whom contact is made for one period a day only. The social living course, then, should become the center of guidance activities.

For a long time it has been felt that training in fundamental processes was the job of the elementary school only, and that those who entered the secondary school would need no further training in them. Evidence is accumulating to show that tools of learning are increasingly important on all levels of the educative process and that training in some of them is necessary, not only to the end of the elementary school but, all through college. Reading, for example, is a skill that offers almost unlimited possibilities for improvement.

If the social living course is to assume responsibility for general education it must shift emphasis from subject matter as an end to preparation for citizenship in its broadest meanings. Instead of dealing with subject matter as such it should deal with vital problems and cut across any subject matter lines that will contribute to an understanding or a solution of the problem. Such a problem may take the form of a Unit of Adaptation, or a Center of Interest Unit. The selection of a problem should be governed by pupil interest and current world conditions. Following is a list of suggestive problems:

Inflation and control of living costs; rationing; new taxes; safety, Consumer problems; production of goods and services; employment problems; recreation; Latin American Relations; relocation;

classification of manpower; transportation in war time; communication; importance of air power in today's world; the stock market; a speech contest; parliamentary procedure; the post-war world; Victory Corps program, etc.

1. Strong, W.M., "A Center of Interest Unit", Cal. Jr. of Sec. Ed. March '43
2. Strong, W.M., "Safety - A Way of Life", Safety Education, Dec. '42

PUBLIC SPEAKING CONTEST

Any one of several plans may be followed in preparing and evaluating a speech. Which plan is not so important, perhaps, as that a plan be used. A well organized speech does have an introduction, a body, and a conclusion. If it is to be effective it must be logical; it must prove a big idea or message; it must be given with due regard to voice, articulation, control of bodily action; choice of a subject and content material are very important in speech preparation. Any plan that takes these factors into account should be acceptable.

Even at the risk of being too brief to be helpful the following two plans for preparing and judging a speech are given. It is believed that Plan A may be more helpful for beginning students than Plan B at least in the preparation stages. In judging, either or both plans may be used.

PLAN A:

weights
or
points

Elements for
preparing and judging
a speech

1. SPEECH CONSTRUCTION

- 30 (a) Introduction - definition of terms, history of the problem, preparing audience for message, etc.
- (b) Body of speech (the message) - how well is one big idea developed?
- (c) Conclusion - is it a succinct summary of the message?

30 2. FLUENCY AND MEMORY

- (a) Choice of subject
- (b) Reading, thinking, preparation, content of speech, originality, etc.

20 3. VOICE AND ARTICULATION

- (a) Variety, pitch, rate, quality
- (b) Enunciation
- (c) Pronunciation
- (d) Grammar

20 4. PLATFORM PRESENCE

- (a) Are posture and gestures awkward, or natural and graceful?
- (b) How well does he adjust to situations that arise during his speech?

PLAN B:

Name _____ Subject _____ No. _____

	1	2	3	4	5	6	7
Choice of Subject							
Choice of Material							
Organization of Material							
Appreciation of Content							
Projection to the Audience							
Control of Bodily Action							
Voice and Voice Control							
Articulation							
Effectiveness of the Speech							

Total Score _____

Grading Scale

1. Inferior
2. Very poor
3. Poor
4. Satisfactory
5. Good
6. Very Good
7. Superior

Comments:

Judge: _____

Dr. W. Melvin Strong

STEPS	WHAT TO DO	HOW TO DO IT
1. ORIENTATION	Apperception, motivation, get a bird's eye view of the new unit, try to see some of the high lights along the way, follow the idea of a road map, set some problems to do, get the students ready for, and interested in, the new unit, determine goals and objectives.	Teacher lecture, class discussion student reports, movies, slides, pictures, exhibits, dramatizations, skits pretests, posters, maps, etc.
<p>This step may take one or two full periods or it may be distributed all through the unit. Care should be taken to keep the ground clear ahead, and to avoid getting lost in a mass of detail, or becoming side-tracked.</p>		
2. ASSIMILATION	This is the work period of the unit; the teacher becomes progressively unnecessary during this period except as a guide, supervisor, and motivator; this is the period of "learning by doing," of experience getting, of studying, and learning how to study.	Problems, maps, charts, graphs, time-lines, cartoons, projects, games, field trips, tables, visiting speakers, debates, panels, reports, movies, booklets, constructing of things, creative activities which clinch important ideas of the unit.
<p>Most of us learn in and through activities in which we engage alone or in cooperation with others; under this plan the educative process becomes "active" rather than "passive"; the students, rather than the teacher, are becoming educated. Work should be geared to pupil's interests, needs, and maturation level. Each pupil should be able to identify himself with the end product of his activity.</p>		
3. CHECKING ON ACHIEVEMENTS	Determine how well we understand the unit; provide opportunity for display and application; discover what skills, appreciations, understandings have been developed; what new habits or interests have resulted, etc.	Floor talks, panels, debates, open forums, symposiums, assemblies, bulletin boards, plays, skits, dramatizations, summaries, outlines, tests, games, field trips, etc.

Each student should be working up to his capacity all through the unit. Emphasize the "each" in "teach" by individualizing mass education.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (by grades)

Nursery	_____	4th	_____	9th	_____
Kindergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size.

Yes _____	No _____
-----------	----------

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles(M) _____	Family(4) _____
" (F) _____	" (5) _____
Family (2) _____	" (6) _____
" (3) _____	" (7) _____

9. Number and size of evacuee apartments or dormitories available for above people

_____	_____
_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by #10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories.

13. Number and size of appointed personnel families.

Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____

14. Number of single appointed employees.

Male _____ Female _____

15. Number of appointed personnel quarters available.

For Singles(M) _____
" " (F) _____
" Families(1 B.R. Apt.) _____
" " (2 B.R. Apt.) _____
" " (3 B.R. Apt.) _____
" " (Larger) _____

16. Can additional evacuee barracks be converted to appointed personnel quarters?

Yes _____ No _____

17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations.

Yes _____ No _____

18. What use is being made of present recreation buildings?

Recreation 11
Other 25
Available for use _____

19. Are proposed store plans still adequate? Can they be reduced?

Adequate _____
Reduced _____

20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing?

Yes _____ No _____

21. What alterations are required to present store buildings if kept as such?

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200.

Yes _____ No _____

23. Consider all other proposed construction projects with the above suggested thoughts in mind.

Find out if we can what has happened
to high school materials. Can't finish any of
stuff housing because of lack of some vital equipment.
Materials, skilled labor, administration.



SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (by grades)

Nursery	_____	4th	_____	9th	_____
Kidergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size.

Yes _____	No _____
-----------	----------

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M) _____	Family (4) _____
" (F) _____	" (5) _____
Family (2) _____	" (6) _____
" (3) _____	" (7) _____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by #10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories. _____
13. Number and size of appointed personnel families. Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____
14. Number of single appointed employees. Male _____ Female _____
15. Number of appointed personnel quarters available. For Singles(M) _____
" " (F) _____
" Families(1 B.R. Apt.) _____
" " (2 B.R. Apt.) _____
" " (3 B.R. Apt.) _____
" " (Larger) _____
16. Can additional evacuee barracks be converted to appointed personnel quarters? Yes _____ No _____
17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations. Yes _____ No _____
18. What use is being made of present recreation buildings? Recreation _____
Other _____
Available for use _____
19. Are proposed store plans still adequate? Can they be reduced? Adequate _____
Reduced _____
20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing? Yes _____ No _____
21. What alterations are required to present store buildings if kept as such? _____

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200. Yes _____ No _____
23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (by grades)

Nursery	_____	4th	_____	9th	_____
Kidergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		_____

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size. Yes _____ No _____

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M)	_____	Family (4)	_____
" (F)	_____	" (5)	_____
Family (2)	_____	" (6)	_____
" (3)	_____	" (7)	_____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by #10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories. _____
13. Number and size of appointed personnel families. Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____
14. Number of single appointed employees. Male _____ Female _____
15. Number of appointed personnel quarters available. For Singles(M) _____
" " (F) _____
" Families(1 B.R. Apt.) _____
" " (2 B.R. Apt.) _____
" " (3 B.R. Apt.) _____
" " (Larger) _____
16. Can additional evacuee barracks be converted to appointed personnel quarters? Yes _____ No _____
17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations. Yes _____ No _____
18. What use is being made of present recreation buildings? Recreation _____
Other _____
Available for use _____
19. Are proposed store plans still adequate? Can they be reduced? Adequate _____
Reduced _____
20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing? Yes _____ No _____
21. What alterations are required to present store buildings if kept as such? _____

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200. Yes _____ No _____
23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (by grades)

Nursery	_____	4th	_____	9th	_____
Kidergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____
v _____

7. Will assembly building be required where elementary schools will not be built? Size. Yes _____ No _____

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M)	_____	Family(4)	_____
" (F)	_____	" (5)	_____
Family (2)	_____	" (6)	_____
" (3)	_____	" (7)	_____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by #10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories. _____
13. Number and size of appointed personnel families. Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____
14. Number of single appointed employees. Male _____ Female _____
15. Number of appointed personnel quarters available. For Singles(M) _____
" " (F) _____
" Families(1 B.R. Apt.) _____
" " (2 B.R. Apt.) _____
" " (3 B.R. Apt.) _____
" " (Larger) _____
16. Can additional evacuee barracks be converted to appointed personnel quarters? Yes _____ No _____
17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations. Yes _____ No _____
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Other _____
Available for use _____
19. Are proposed store plans still adequate? Can they be reduced? Adequate _____
Reduced _____
20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing? Yes _____ No _____
21. What alterations are required to present store buildings if kept as such? _____

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200. Yes _____ No _____
23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (By grades)

Nursery	_____	4th	_____	9th	_____
Kindergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size

Yes _____	No _____
-----------	----------

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M) _____	Family (4) _____
" (F) _____	" (5) _____
Family (2) _____	" (6) _____
" (3) _____	" (7) _____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by # 10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories.

13. Number and size of appointed personnel families.

Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____

14. Number of single appointed employees.

Male _____ Female _____

15. Number of appointed personnel quarters available.

For Singles(M)
" " (F)
" Families(1 B.R. Apt.)
" " (2 B.R. Apt.)
" " (3 B.R. Apt.)
" " (Larger)

16. Can additional evacuee barracks be converted to appointed personnel quarters?

Yes _____ No _____

17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations.

Yes _____ No _____

18. What use is being made of present recreation buildings?

Recreation _____
Other _____
Available for use _____

19. Are proposed store plans still adequate? Can they be reduced?

Adequate _____
Reduced _____

20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing?

Yes _____ No _____

21. What alterations are required to present store buildings if kept as such?

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200.

Yes _____ No _____

23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (By grades)

Nursery	_____	4th	_____	9th	_____
Kindergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size

Yes _____	No _____
-----------	----------

8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M) _____	Family (4) _____
" (F) _____	" (5) _____
Family (2) _____	" (6) _____
" (3) _____	" (7) _____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by # 10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories.

13. Number and size of appointed personnel families.

Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____

14. Number of single appointed employees.

Male _____ Female _____

15. Number of appointed personnel quarters available.

For Singles(M)
" " (F)
" Families(1 B.R. Apt.)
" " (2 B.R. Apt.)
" " (3 B.R. Apt.)
" " (Larger)

16. Can additional evacuee barracks be converted to appointed personnel quarters?

Yes _____ No _____

17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations.

Yes _____ No _____

18. What use is being made of present recreation buildings?

Recreation _____
Other _____
Available for use _____

19. Are proposed store plans still adequate? Can they be reduced?

Adequate _____
Reduced _____

20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing?

Yes _____ No _____

21. What alterations are required to present store buildings if kept as such?

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200.

Yes _____ No _____

23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (By grades)	Nursery	_____	4th	_____	9th	_____
	Kindergarten	_____	5th	_____	10th	_____
	1st	_____	6th	_____	11th	_____
	2nd	_____	7th	_____	12th	_____
	3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?	Partitions	_____
	Doors	_____
	Windows	_____
	Heating	_____
	Lighting	_____
	Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size Yes _____ No _____

8. Total number of evacuee family groups according to size. Also number of single persons.	Singles (M)	_____	Family (4)	_____
	" (F)	_____	" (5)	_____
	Family (2)	_____	" (6)	_____
	" (3)	_____	" (7)	_____

9. Number and size of evacuee apartments or dormitories available for above people. _____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.) _____

11. Critical material required by # 10.	Lumber	_____
	Wallboard	_____
	Nails	_____
	Stoves	_____
	Flues	_____
	Wiring	_____

12. Number and capacity of evacuee dormitories.

13. Number and size of appointed personnel families.

Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____

14. Number of single appointed employees.

Male _____ Female _____

15. Number of appointed personnel quarters available.

For Singles(M)
" " (F)
" Families(1 B.R. Apt.)
" " (2 B.R. Apt.)
" " (3 B.R. Apt.)
" " (Larger

16. Can additional evacuee barracks be converted to appointed personnel quarters?

Yes _____ No _____

17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations.

Yes _____ No _____

18. What use is being made of present recreation buildings?

Recreation _____
Other _____
Available for use _____

19. Are proposed store plans still adequate? Can they be reduced?

Adequate _____
Reduced _____

20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing?

Yes _____ No _____

21. What alterations are required to present store buildings if kept as such?

22. If action to accomplish #21 requires WFB approval, project will prepare PD-200.

Yes _____ No _____

23. Consider all other proposed construction projects with the above suggested thoughts in mind.

SURVEY OF
ACTUAL PROJECT REQUIREMENTS

1. School Census (By grades)

Nursery	_____	4th	_____	9th	_____
Kindergarten	_____	5th	_____	10th	_____
1st	_____	6th	_____	11th	_____
2nd	_____	7th	_____	12th	_____
3rd	_____	8th	_____		

2. Are present school plans adequate? (Cancellations considered) _____

3. Number of other classrooms that may be omitted. _____

4. Number of barrack buildings that must be substituted. _____

5. What alteration or construction will this require?

Partitions	_____
Doors	_____
Windows	_____
Heating	_____
Lighting	_____
Latrines	_____

6. What special classrooms (if any) will be required? _____

7. Will assembly building be required where elementary schools will not be built? Size

Yes	_____	No	_____
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8. Total number of evacuee family groups according to size. Also number of single persons.

Singles (M)	_____	Family (4)	_____
" (F)	_____	" (5)	_____
Family (2)	_____	" (6)	_____
" (3)	_____	" (7)	_____

9. Number and size of evacuee apartments or dormitories available for above people.

_____	_____
_____	_____
_____	_____

10. What additional partitions are required to divide existing apartments to secure improved one family per apartment conditions? (This improvement must be weighed against amount of critical materials involved.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Critical material required by # 10.

Lumber	_____
Wallboard	_____
Nails	_____
Stoves	_____
Flues	_____
Wiring	_____

12. Number and capacity of evacuee dormitories.

13. Number and size of appointed personnel families.

Family(1) _____ Family(4) _____
" (2) _____ " (5) _____
" (3) _____ " (6) _____

14. Number of single appointed employees.

Male _____ Female _____

15. Number of appointed personnel quarters available.

For Singles(M)
" " (F)
" Families(1 B.R. Apt.)
" " (2 B.R. Apt.)
" " (3 B.R. Apt.)
" " (Larger

16. Can additional evacuee barracks be converted to appointed personnel quarters?

Yes _____ No _____

17. If answer to #16 is "Yes", the project will submit PD-200 covering alterations.

Yes _____ No _____

18. What use is being made of present recreation buildings?

Recreation _____
Other _____
Available for use _____

19. Are proposed store plans still adequate? Can they be reduced?

Adequate _____
Reduced _____

20. If it is planned to continue use of present store buildings, can they be reduced due to curtailment of service due to National rationing?

Yes _____ No _____

21. What alterations are required to present store buildings if kept as such?

22. If action to accomplish #21 requires WPB approval, project will prepare PD-200.

Yes _____ No _____

23. Consider all other proposed construction projects with the above suggested thoughts in mind.

DEPARTMENT OF EDUCATION STAFF REPORT

Guidance Bulletin No. 1

October 5, 1942

file: Educ.

FAMILY VISITORS

Family Visitors are the Japanese social workers on the staff of Mrs. D'Ille, Assistant Director of Community Services. Each visitor has certain blocks assigned to him and is responsible for reviewing the general welfare of the families in those blocks. This staff with representatives from the Manzanar ministry and the guidance service of the Education Department meets each Monday, Wednesday, and Friday morning at 8:30.

Family visitors have reported to this department:

1. The family visitors believe they should be able to interpret the present educational status to the family. There is reason for this, since it is to the family visitor that the *parent* ~~parent~~ addresses his questions.
2. After working children go back to school, families may need assistance. Since there is no longer work for children under 16 and there will be no part-time work for them after school begins, those of this age group who were formerly employed on camouflage must be classed as non-employables. (See GENERAL COMMENTS: "Labor Shortage and the Schools") Family Visitors are carefully checking families in which children under 18 years have been supporting the family, especially if that breadwinner happens to be under 16 years old.

It was explained to the family visitors that part-time work of "just any kind" should not be encouraged. Indications seem to be that there will be a shortage of apprentice training equipment; therefore, two bases for part-time work seem to exist: (1) directed vocational training and/or (2) definite financial need. Already several cases of need have arisen. One lad of 17 years is the sole support of himself and his sister; the father is dead and the mother is in a tuberculosis sanitorium. While a grant-in-aid has been arranged for this youthful breadwinner through the Community Services Department, a better plan for morale and financial stability would seem to be part-time work.

3. The family visitors feel that the Education Department should try to assist the younger and older people in understanding one another. Reverend Abe has said, "I am thinking of the idea of homemaking....American ideas and oriental differences, so that every home is mixed with oriental ideas and occidental ideas, so if we could get true American ideas, both to

the younger and older, then we can have true understanding in the home."

It has been felt that the young people need to see that American living and family relations do have definite rules. In Japan family relations are more like a pyramid; school children in Japan who viewed a picture of the King of Denmark, standing on the same level as his sons with his arms about their shoulders, asked: "Why is not the father in a higher place, especially when he is the ruler of a country?" American family relations are more like a circle with father, mother, and children clustered on the same plane.

As a result it has been suggested that Adult Education sponsor a series of lectures to mothers and fathers on American ideals and home life--as well as American history. If this is carried out, a joint forum of young and old might be very profitable later.

Economic independence is having an effect upon Manzanar family life and family relations. There seems to be a tendency toward family disorganization, largely as a result of financial independence of members formerly dependent. In a sense state authority and family authority are competing for social control. Where state control and scope of authority extends as it does at Manzanar, Family controls and ties which formerly operated satisfactorily tend to weaken unless the nature of the situation is clearly understood by those involved.

CRIPPLED CHILDREN

We are informed by the Crippled Children Services under Mr. Martin Mills that the state will provide care and will permit such cases being transferred for treatment.

Recently Mrs. Linda Mitschke, Orthopedic Nursing Consultant of Crippled Children Services of the State Department of Public Health, and Mrs. Mary J. Fronck, Southern Inyo County Public Health Nurse, visited Manzanar and informed Social Welfare and this office that a clinic for the assistance of crippled children will be held in Manzanar sometime in November. Preparation for such a clinic is to be made through the public schools, assisted by the Family Visitors of the

Social Welfare Department, and will involve children from birth up to 21 years old. The clinic will be conducted by Mrs. Mitschke and Mrs. Fronck.

Family Visitors are now checking for possible cases.

State grants are available for children below 18 years old.

The Crippled Children Clinic will accept what may appear to be less serious cases. All such handicaps should be brought to the attention of this office for referral to Social Welfare.

DENTAL SERVICE

Dr. Kikuchi of the Dental Staff has assured immediate attention to emergency cases. All emergency school-age dental cases should be referred through guidance and counseling to the dental clinic. In spite of limited facilities, the dental staff is anxious to care for all needs, such as extractions, and filling or cavities.

GENERAL COMMENTS

It should be noted that among our Japanese discouragement tends to lower the barriers of social control. Too many promises not kept and too many changes made suddenly prove embarrassing and confusing. It is important that every effort be made by our department to provide an understanding of events. This means that the entire teaching staff must be as aware of camp-wide activities as possible and be prepared to interpret changes. However, "I don't know" is often a better answer than a poor and confusing attempt to explain or than an implied promise which may not materialize.

"Intolerance"

Care must be taken by our teaching staff not to treat or imply treatment of the Japanese as "servants." The teaching staff, in a sense, has one strike or it when it arrives by virtue of the necessary demands which the school situation has had to make on the camp as a whole. It rests upon the teaching corps to overcome ^{this} personnel mess and which resulted in the resignation of two of our waitresses; such thoughtlessness reflects, of course, on the teaching group as a whole. *It cannot be done by such incidents as took place within the*

"Labor Shortage and the Schools"

Our schools as well as the community as a whole should be aware of the potential problem in the drainage of employables resulting from furloughs to Montana and Idaho, permanent relocations to the

East and Middle West, and the enrollment of 16-18 year olds in school.

There are 250 applications for permanent relocation in the East and Middle West. These will not leave until sometime in November and probably only 50% should be estimated as leaving at that time.

By the time these permanent relocation people leave, however, most of the 1100 furlough people will return from Montana and Idaho; so that the picture for November is somewhat better.

There are, at the same time, other factors to be considered. The 1100 furlough employees represent the "cream of the crop", including foremen, sub-foremen, sup'ts, and skilled workers. This group also represents a labor strength which cannot be replaced from among the 55-60 year old age groups now employed in limited occupations.

The implications for the schools rest with awareness at the present time. It may be necessary, since people must be clothed, fed, and housed, to open more generously the schools as a labor supply. Shortage of labor may mean inadequate operation of sewage and sanitation, and a problem of health could arise.

It may be possible to utilize school age people in such activities as clean-up campaigns, etc. Its educational justification, if any is needed, lies in the fact that schools should help the community build civic pride on the basis of civic welfare through civic cooperation. It would aid in making the schools a part of the Manzanar community.

"Centralized Democracy"

Requests have been heard by this dept. for the schools to emphasize the necessity for central authority for the welfare of the whole rather than a small though vocal minority. It should be explained that community welfare may necessitate disciplinary measures to prevent a threat to the good of the community as a whole.

CLOTHING

Distribution of woolen and cotton army coats, breeches, and winter caps to registered school-age children of both sexes from 1st through 12th grades is now completed. This distribution was made by the Social Welfare Department under Mrs. D'Ille, and students by grades were notified through that office when and where to appear. This clothing has been made available by the Army and the coats and caps are army style. Some distribution is still going on as new students register.

Dr. Carter.

MANZANAR HIGH SCHOOL NEWS

June 8, 1944

Tickets have gone on sale for "LOUD AND CLEAR" the Manzanar High School operetta to be given next Friday evening, June 16^{at 8:15 p.m.}. This will be the initial activity to take place in Manzanar's new Community Auditorium. Ralph P. Merritt, Project Director will speak briefly in inaugurating the occasion of the program

Tickets will be on sale by the members of the High School Choir and Drama Classes and other high school groups. Persons desiring tickets who are not contacted may secure them in the Parent Teacher Office in Education Building, 1-13-1.

There will be a children's matinee for those under 13 on Thursday afternoon at 2 p.m. Such children must be accompanied by their teacher or by their parents. Children alone or parents without their children will not be admitted on Thursday afternoon.

The matinee admission price is 5 cents; the evening price 25 cents for evacuees, 50 cents for others.

*(details of operetta
were attached)*

MANZANAR'S EDUCATION BUILDINGS

