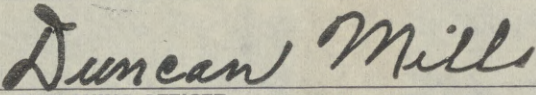
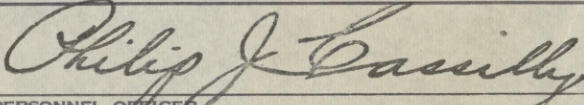


7.

Dorothy B. Light

Miscellaneous

76/41
e

D A T E	THIS ADVICE July 29, 1945 OATH OF OFFICE	FORM OEM-1 (8-5-43)	UNITED STATES DEPARTMENT OF THE INTERIOR WAR RELOCATION AUTHORITY ADVICE OF PERSONNEL ACTION	WRA-2-P ISSUING OFFICE War Relocation Authority Colo. River Relo- cation Center CIVIL SERVICE AUTHORITY Dept. Circular 257 Revision 3 APPROPRIATION SYMBOL DATE OF BIRTH 9-6-03 LEGAL RESIDENCE SEX F NATURE OF POSITION NEW VICE I. A. NAME REFERENCE CIVIL SERVICE POSITION NO. DATE ALLOCATED 7-10-45 ALLOTMENT
TO: Mrs. Dorothy B. Light				
THIS NOTIFIES YOU OF THE FOLLOWING ACTION WITH REGARD TO YOUR EMPLOYMENT. IF YOU HAVE ANY QUESTIONS CONCERNING THIS ACTION PLEASE TAKE THEM UP WITH THE PERSONNEL OFFICE.				
NATURE OF ACTION Promotion				
EFFECTIVE DATE July 29, 1945			SUBJECT TO RETIREMENT ACT	
DESIGNATION	FROM	TO		
POSITION	Elementary School Teacher	Junior Relocation Adviser		
GRADE AND SALARY	SP-4, \$1902 p.a.	CAF-5, \$2320 p.a.		
OFFICE	WRA	WRA		
DIVISION	Community Management	Relocation		
SECTION	Education			
UNIT				
HEADQUARTERS		Colorado River Relocation Center, Arizona		
DEPARTMENTAL OR FIELD		Field		
POSITION NO.				
REMARKS:				
APPOINTMENTS TO POSITIONS ARE MADE FOR SUCH PERIOD OF TIME AS THE WORK IS REQUIRED AND FUNDS ARE AVAILABLE. NEW APPOINTMENTS ARE SUBJECT TO CHARACTER INVESTIGATION. THIS DOCUMENT MAY NOT BE USED AS A BASIS FOR THE ASSERTION OF ANY AUTHORITY OR FOR A CLAIM OF ANY PRIVILEGES AS A REPRESENTATIVE OF THE GOVERNMENT.				
<input type="checkbox"/> TENURE SUBJECT TO APPROVAL OF MEDICAL CERTIFICATE BY EMPLOYING OFFICER.				
 EMPLOYING OFFICER DUNCAN MILLS		 PERSONNEL OFFICER PHILIP J. CASSILLY		

ROUTING SLIP

TO

*Dorothy Light
Relocation*

FOR

APPROVAL	<input checked="" type="checkbox"/> YOUR INFORMATION
REPLY, PLEASE	NECESSARY ATTENTION
SEE ME, PLEASE	RETURNED AS REQUESTED
YOUR SIGNATURE	INVESTIGATE AND REPORT
NOTE AND FILE	IMMEDIATE ACTION DESIRED
NOTE AND RETURN	READ AND DESTROY
YOUR COMMENTS	PREPARE FOR ME
MORE DETAILS	DRAFT OF SUGGESTED REPLY
ADVISE, PLEASE	INITIAL AND FORWARD

REMARKS:

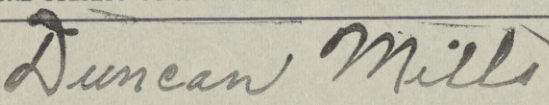
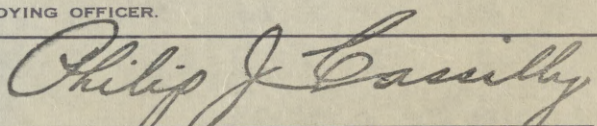
DATE

FROM

7-31-45

PERSONNEL

WRA-132-P

D A T E	THIS ADVICE	FORM OEM-1 (8-5-43)	UNITED STATES DEPARTMENT OF THE INTERIOR WAR RELOCATION AUTHORITY ADVICE OF PERSONNEL ACTION		ISSUING OFFICE
	July 1, 1945				War Relocation Authority Colo. River Relo- cation Center
	OATH OF OFFICE				CIVIL SERVICE AUTHORITY Public Law 106, 79th Congress
TO: Mrs. Dorothy B. Light					
THIS NOTIFIES YOU OF THE FOLLOWING ACTION WITH REGARD TO YOUR EMPLOYMENT. IF YOU HAVE ANY QUESTIONS CONCERNING THIS ACTION PLEASE TAKE THEM UP WITH THE PERSONNEL OFFICE.					
NATURE OF ACTION Pay Adjustment					
EFFECTIVE DATE July 1, 1945			SUBJECT TO RETIREMENT ACT		
DESIGNATION	FROM	TO		DATE OF BIRTH	
POSITION		Elementary School Teacher		9-6-03	
GRADE AND SALARY	SP-4, \$1620 p.a.	SP-4, \$1902 p.a.		LEGAL RESIDENCE	
OFFICE		WRA		SEX F	
DIVISION		Community Management		NATURE OF POSITION	
SECTION		Education		NEW VICE I. A.	
UNIT				NAME REFERENCE	
HEADQUARTERS		Colorado River Reloca- tion Center, Arizona		CIVIL SERVICE POSITION NO.	
DEPARTMENTAL OR FIELD		Field		DATE ALLOCATED 5-13-43	
POSITION NO.				ALLOTMENT	
REMARKS:					
APPOINTMENTS TO POSITIONS ARE MADE FOR SUCH PERIOD OF TIME AS THE WORK IS REQUIRED AND FUNDS ARE AVAILABLE. NEW APPOINTMENTS ARE SUBJECT TO CHARACTER INVESTIGATION. THIS DOCUMENT MAY NOT BE USED AS A BASIS FOR THE ASSERTION OF ANY AUTHORITY OR FOR A CLAIM OF ANY PRIVILEGES AS A REPRESENTATIVE OF THE GOVERNMENT.					
<input type="checkbox"/> TENURE SUBJECT TO APPROVAL OF MEDICAL CERTIFICATE BY EMPLOYING OFFICER.					
 EMPLOYING OFFICER DUNCAN MILLS			 PERSONNEL OFFICER PHILIP J. CASSILLY		

WRA Colo. Riv.- 191

ROUTE SLIP

TO:

Mrs. Dorothy B. Light
Education

FROM:

Personnel

DATE

7-18

Camp III

(4778)

~~Santa Barbara District Office~~
~~2nd Division~~
Property Transferred to
Veterans' Administration

Non Expend. Class A

Location of Property: 735 State St., Santa Barbara
Room 317, 318 + 319

Items:

Room 319 - 1 Exec Desk ^{34" x 60"} WRA 47030 LA

1 - Steno Desk ^{34" x 60"} WRA 47321 LA

1 - Exec. Chair - WRA 45028 LA

5 - S.B. Chair - WRA 45719 LA

WRA 45709 LA

" 45715 "

" 45711 "

" 45717 "

1 Typewriter - Underwood - w/ pad

Pica - 11" Ser. # 470394 - 11

1 Typewriter - LC Smith - w/ pad

Elite - 14" Ser. # 1024715 B 14 #362

~~2 Waste baskets~~

Room 318

1 Exec Desk 34" x 60" - WRA 47031 LA

1 Steno Desk 34 x 60 - WRA 47322 LA

1 Steno Chair WRA 45319 LA

4 SB Chair WRA 45714 LA

WRA 45716 LA

WRA 45710 LA

WRA 45713 LA

~~3 Waste baskets~~

1 Typewriter LC Smith w/ pad
Pica - 11" Ser. # 972246 G 10

Room 317

3 Exec Desks. 34x60 WRA47063 LA

WRA47032 LA

WRA47062 LA

1 Stone Desk 28"x48" WRA47608 LA

2 Exec Chair WRA45029 LA

WRA45030 LA

1 Stone Chair WRA45039 LA

1 Stone Chair (broken) WRA45320 LA

4 SB Chair WRA45720 LA

WRA45712 LA

WRA45717 LA

WRA45718 LA

~~4 waste Products~~

Signed:

Jerome T. Light
Acting Dist. Rel. Officer

Signed:

Let. Crandall
Vice
Mgt. Dist. Reg. Ofc.

Property Transferred to
Veterans' Administration
- Non-expendable - class B.

- ✓ 13 Desk trays - wooden $15\frac{1}{2}'' \times 10\frac{1}{4}'' \times 2\frac{3}{4}''$
felt bottom.
- ✓ 4 Staplers - Hotchkiss Norwalk - Model 122P
- ✓ 3 Staplers - Champion
- ✓ 5 Staple removers - Arrow Commander #20
- ✓ 2 Desk Calender pads Ever Ready - large size
- ✓ 3 List finders - Bates
- ✓ 5 Desk Pen sets - Esterbrook DePless
- ✓ 3 Desk fountain pen sets
- ✓ 3 Chair pads
- ✓ 9 Glass cups for paper clips, etc.
- ✓ 7 Rulers - Westcott - 12"
- ✓ 4 Desk Calender pads - Stark #7
- ✓ 1 Pencil sharpener
- ✓ 2 Paper Punch - Speedway #70 - $2\frac{3}{4}''$ C.C.
- ✓ 2 Scissors 5" blade
- ✓ 3 Desk blotter holders
- ✓ 1 Dictionary - Funk + Wagnalls Standard Collegiate
- ✓ 7 Wastebaskets.

~~Inventory~~ 415 N. Salsburg St.





MONTHLY REPORT BY DISTRICT

Right
Mrs. Dorothy B. Right
 Assistant Advisor

BLOCKS: 228 (274), 329, 330.

	<u>Families</u>	<u>Individuals</u>
Number in District		
First of month	<u>97</u>	<u>343</u>
End of month	<u>86</u>	<u>299</u>
Number relocated in District	<u>11</u>	<u>44</u>
Number summaries sent to Field	<u>20</u>	<u>685</u>
Number short term leaves in District	<u> </u>	<u>20</u>
Resettlement Assistance:		
Number cases approved	<u>3</u>	
Total amount granted	<u>\$449.00</u>	
Average amount received	<u>\$224.50</u>	
Number cases disapproved	<u>149.66</u>	<u>0</u>

Brief narrative report (trends, progress and problems):

There seems to be a definite trend toward a return to the Coast and former homes by the families. The individuals are still going East, especially the younger ones, seventeen and up, to join older brothers and sisters.

The demand for settling assistance grants is increasing rather rapidly. (over)

MONTHLY REPORT BY DISTRICT

Mrs. Dorothy Light.
Assistant Advisor

Blocks: 328 (8-14) 329 330

	Number of Family Units Represented	Number of In- dividuals involved in Relocation plans
Number in District		
First of month	* 97 (101)	343 (373)
End of month	87	301
Number relocated in District	11	44
Number summaries sent to Field	26	85
Number short term leaves in District		20
Resettlement Assistance:		
Number cases approved	3	
Total amount granted	\$449.00	
Average amount received	\$149.66	
Number cases disapproved	0	

Brief Narrative report (trends, progress and problems):

There seems to be a definite trend toward a return to the Coast and former homes by the families. The individuals are still going East, especially the younger ones, seventeen up, to join older brothers and sisters.

The demand for clothing assistance grants is increasing rather rapidly.

Relocation is slowly gathering momentum in our area. The announcement of closing date is apparently not a deterrent.

*Two case control cards were added to this district after checking the cards with case records.

HELPFUL HINTS FOR SUCCESSFUL RELOCATION

You are leaving the Minidoka Relocation Center to resume life in a normal American way in a community which has expressed a willingness to include you as one of its residents.

Life in America today is not the same as when you withdrew from it a year ago. A year of war has increased public tension and has brought about rationing in many goods and foods including shoes, tires, gasoline, sugar, coffee, canned fruits and vegetables, canned fruit and vegetable juices, canned soups, raisins, dry fruits, meat, and many other things. All goods and foods are scarce. Don't complain about war-caused inconveniences. Don't buy more than you need and don't hoard. Be sure to secure your ration books before you leave the center.

Always bear in mind that your actions will help or hinder others at Hunt who also want to return to a normal way of life.

Don't speak Japanese in public places or when people are around who don't understand this language.

Don't gang up in large groups on side walks and in public places to inconvenience and antagonize the local people. Don't be loud or boisterous in public places.

Don't patronize honky tonks, night clubs, bars and other such places that might reflect unfavorably on all Japanese Americans. Furthermore, persons who are under the influence of liquor are subject to emotional upheavals and lose all reason. They are likely to "lose their head" and commit violence against a Japanese American. It is not good for public relations for Japanese Americans to be conspicuous when drinking, playing slot machines and the like in public places.

The public is slow to recognize your status as an American especially now that we are at war with Japan. Keep this in mind when prejudices and discriminations hurt you. Always remember your ultimate desire, a free and equal life in America. To attain it may require sacrifices on your part during these trying times.

Make an extra effort to get along with your employer. Try to make a favorable impression on everyone you meet. Consider yourself working to promote a better understanding of all Japanese Americans in this country. Don't change jobs without giving serious thought to such a move. Don't let it appear that you "used" your first job just to get out of the center.

There are many people who want to help you if you let them. Don't withdraw into yourself; make friends with non-Japanese.

Don't be ashamed of or apologize for your Japanese ancestry but be sure a distinction is made between the aims and philosophies of the militaristic Japan we are fighting and the admirable virtues and customs such as courtesy, industry, and family love which are inherent in Japanese Americans.

You must assume responsibility for certain reports. More complete details of these responsibilities and of other requirements are in the booklet "When You Leave the Relocation Center". Read your copy carefully.

POPULATION STATISTICS --JAPANESE-AMERICANS

April 17,1946

CITIES NO.OF PEOPLE

Oxnard	259
Ventura	
Santa Barbara	
Montecito	418
Carpinteria	12
Santa Ynez	15
Guadalupe	432
Lompoc	39
Santa Maria	177
San Luis Obispo	191
Arroyo Grande	
Total	1543

COUNTIES NO.OF PEOPLE PRIOR TO EVACUATION(1940 census)

Ventura	672
* Santa Barbara	2187
San Luis Obispo	925

* 237 people in the city of Santa Barbara. 2% of the total population.

COUNTIES NO.OF PEOPLE AT THE PRESENT TIME

Ventura	259	38%
* Santa Barbara	1093	50%
San Luis Obispo	191	21%

*418 people in the city of Santa Barbara

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Men Passing through Guadalupe Hostel to Jobs in
Guadalupe vicinity - January 1, 1946 to March 14, 1946.

To Waller-Franklin	4
To MacDonald	11
To United Farms Co. (Saki)	<u>6</u>
	21

Places from which these men came.

Stockton	2	Idaho	2
Los Angeles	2	Chicago	1
Tule Lake	1	Sacramento	1
Fresno	9	Visalia	1
Santa Ana	1	Ivanhoe	1
<hr/>			
<u>Total</u>		<u>21</u>	

99 T 381

SUMMARY OF TESTING PROGRAM

MANZANAR SECONDARY SCHOOL

June 1945

STANDARDIZED TESTING PROGRAM
MANZANAR SECONDARY SCHOOL
MANZANAR, CALIFORNIA

April 16, 1945

PROGRESSIVE LANGUAGE TESTS

Form A of the Intermediate and Advanced Progressive Language Tests, California Test Bureau, were given in January 1944 on all six grade levels. In December 1944 Form B of these tests was administered. In the table below appear the results on either a grade placement or percentile basis as compared with the national norms:

TABLE 1

Grade 1/44		7		8		9		10		11		12**
Grade 12/44	7*		8		9		10		11		12	
Norm C.P.	7.5	7.4	8.3	8.4	9.3	9.4	10.3	10.4	11.3	11.4	12.3	12.4
Norm %ile								50	50	50	50	50
Scores												
Capitalization	7.8	7.8	10.2	9.3	10.2	9.3	11.2	85	70	90	50	90
Punctuation	5.4	5.4	8.6	8.5	9.5	8.5	11.2	45	75	55	40	20
Words & Sentences	8.6	7.7	8.6	9.4	10.2	8.5	9.8	35	60	50	50	40
Parts of Speech	8.6	6.6	8.6	9.7	11.0	9.3	13.1	45	95	50	85	25
Spelling	7.5	6.6	8.4	7.8	9.6	8.2	11.2	17	70	50	50	40
Spelling	6.0	6.0	7.0	8.0	8.0	9.0	8.8	80	50	50	60	70
Total C.P.	7.5	6.5	8.4	8.5	10.2	8.3	11.2	10.9	13.3	11.7	13.7	10.7
Accelerated (Months)	0		1	1	9		9	5	20	3	14	
Delayed (Months)	0	3				11						17
Improvement (Months)			10		8		20		15		11	

* Here in grade 6 previous January

** Graduated in June 1944

† Clear and above the normal expected progress for the intervening 11 calendar months.

STANDARDIZED TESTING PROGRAM - 2 -

The results in the foregoing may be summarized briefly as follows:

January 1944

The most serious retardation was, in order, in grades 12, 9, and 7 ranging from 17 months to 9 months.

There was some acceleration in grades 10 and 11.

Grade 8 was about normal.

December 1944

There was no retardation in any grade.

The greatest acceleration was, in order, in grades 11, 12, 9 and 10 ranging from 20 months to 9 months.

Grades 7 and 8 were about normal.

Whereas the highest achievement attained in the second test was in grades 11 and 12, the greatest improvement took place, in order, in grades 10, 11, 12, 8 and 9. Improvement in grade 7 was not measured because these students were not tested in the high school the previous January.

In the foregoing table the scores made by ALL students enrolled in January 1944 are compared with the scores made by ALL students enrolled in December 1944. However, over 200 students had departed from Manzanar between these two dates and were not tested in December 1944, and it was deemed best to compare the scores made by the students remaining on the latter date with their scores made on the previous January. The improvement in months over and above the normal expected progress for the intervening nine school months for these very same students is as follows:

TABLE 2

TEST SUB-HEADS	G R A D E *				
	8	9	10	11	12
Capitalization	15	0	9	-19	-10
Punctuation	12	1	17	14	-12
Words and Sentences	0	-2	3	11	-2
Parts of Speech	7	3	29	20	54
Spelling	-1	7	27	6	-1
Handwriting	-9	-9	-1	0	-3
Total Grade Placement **	10	6	20	11	11

* As of December 1944.

** Months improved over and above normal expected progress.

If the results given in Table 2 are compared with those in Table 1, it will be found that the same relative improvement is indicated whether the 200 odd students who left Manzanar are included for comparative purposes or whether only the remaining students tested on both occasions are included. This may indicate that the former students were of about the same achievement level as the latter.

The results of these tests should not be interpreted as conclusive evidence of the students' working knowledge of the English language. An examination of the test will reveal that emphasis is placed on the ability of the student to recognize and select proper forms and terms. The test fails to measure the students' creative ability in such areas as composition and in sentence writing, and their diction.

It is very probable that because of the deficiencies shown on the January 1944 test results, more conscious or unconscious effort was made by teachers and students alike to give attention to and place more stress upon the very things that are emphasized in this test.

The results, then, should be interpreted in the light of these limitations and, of course, possible mechanical errors in scoring and transmitting.

OTIS APTITUDE TEST

The Quick-Scoring Otis Mental Ability test, form A, was administered in January 1944 with the following results:

TABLE 3					
GRADE	NO. OF CASES	IQ MEDIAN	Q3	Q1	RANGE
7	128	96.0	102.8	87.0	56-127
8	115	102.5	110.1	95.3	68-125
9	136	98.9	105.3	91.6	68-123
10	154	96.0	103.1	90.4	74-118
11	193	95.9	103.1	88.5	73-122
12	217	97.6	100.5	89.5	73-126
7 th	106	100.6	103.2	93.6	69-126
All Grades	1068	97.7	102.8	90.6	56-128

Q3 Top quartile

Q1 Bottom quartile

* Tested in December 1944.

The results of this test should be interpreted in the light of various considerations.

1. Inasmuch as these tests are practically self-administered, the possible reading handicap of students of Japanese ancestry would have a tendency to produce lower scores than with students of equal mental capacity without this language difficulty.
2. For many of the students this was, from all accounts, the first of this type of test taken. If there is any advantage to be gained from having taken tests of this kind before, then these scores are subject to some correction.
3. The physical conditions under which the tests were taken hardly measured up to those found in most school.
4. There is also the possibility of errors in scoring, transcribing and transmitting.

These results compare favorably with those of other similar testing programs, the most reliable of which was carried out by Marvin L. Darsie in 1927 in schools in California. Darsie gives the following results of his aptitude testing of American-born Japanese children:

1. Japanese children are inferior to those of American and northern European parentage in mental processes involving memory and abstract thinking based on meanings or concepts represented by the verbal symbols of the English language.
2. Japanese children are at least equal and possibly superior to American in mental processes involving memory and thinking based upon concrete, visually presented situations of non-verbal character.
3. Japanese children are superior to American in mental processes involving acuity of visual perception and recall, and tenacity of attention.

In this overall conclusions regarding the Japanese-Americans, he states:

1. In reading and language Japanese children are markedly inferior to American.
2. In informational subjects depending partly or largely upon reading, Japanese are slightly inferior to American children.
3. In arithmetic and spelling the differences are negligible.
4. In penmanship, drawing, and painting Japanese children are superior to American.

METROPOLITAN ARITHMETIC TESTS

In December 1943 all students taking mathematics 7, 8, and 9 and elementary algebra were tested by the Metropolitan Arithmetic Advanced Test, form A. In December 1944 students taking mathematics 7, 8, and 9, but not elementary algebra, were tested by form B of the same test. The results follow:

TABLE 4

Grade as of:												
December 1943		7		8		9		10		11		12
December 1944	7		8		9		10		11		12	
Fundamentals	7.5	7.3	9.0	8.4	9.0	8.3	7.4	9.3	---	8.7	---	8.7
Problem Solving	7.3	6.9	8.6	7.7	8.5	8.0	7.6	8.7	---	9.3	---	8.2
Average Arithmetic	7.5	7.1	8.8	8.1	8.8	8.2	7.6	8.9	---	9.0	---	8.5
Number of Cases	109	121	89	114	48	149	4	59	---	18	---	13

The comparison of results for students taking general mathematics and elementary algebra in grades 9 through 12 is as follows:

TABLE 5

Grade as of:								
December 1943		9		10		11		12
December 1944		9		10		11		12
Mathematics 9	8.2	8.8	---	8.7	9.5	---	8.6	---
	(82)*	(48)	(0)	(4)	(5)	(0)	(10)	(0)
Elementary Algebra*	8.1	---	9.0	---	9.2	---	8.7	---
	(67)	(0)	(59)	(0)	(13)	(0)	(3)	(0)

* Not tested in December 1944.

† Indicates number of cases.

It will be noted that students in 1943 in grades 9, 11, and 12 were taking general mathematics, those on the upper grade levels in order to work off deficiencies that had accumulated in the evacuation movement. The grade levels in elementary algebra were both 9 and 10, with an insignificant number from 11 and 12 taking this test.

This past year that situation has not been true, inasmuch as the students had already worked off these deficiencies and were on a more unified grade basis.

In grades 7, 8, and 9 the achievement was definitely superior in 1944 as compared to 1943. The students taking elementary algebra in 1943, however, were unselected and showed no superiority in arithmetic achievement to those students taking mathematics 9. In 1944 all students taking elementary algebra were selected as a result of previous mathematics grades, mental maturity, and an algebra prognostic test. There can be no doubt as to their superiority even though they did not take the mathematics test.

AGE-GRADE DISTRIBUTION

Below is given the age grade distribution of the students in Manzanar Secondary School as of April 1943 as compared with that in Los Angeles City, San Pedro High School, and Los Angeles County except for the cities.

TABLE 6

Grade	Manzanar	Los Angeles City*	San Pedro*	Los Angeles County**
7	12-13½	12-13½	-----	12-13½ (13-4)#
8	13-14½	13-14½	-----	13-14½ (14-2)
9	14-15½	14-15½	-----	----- (15-1)
10	15-16½	15-16½	15½-17	----- (16-0)
11	16-17½	16-17½	16½-18	----- (16-11)
12	17-18½	17-18½	17½-19	----- (18-0)

* January 13, 1943

** October 1937

L.A. County table for converting ages into G.P., December 8, 1938.

In the percentage of normal, overage, and underage children in the various grades for the above same schools or districts the following is of interest:

TABLE 7

	Manzanar	Los Angeles City	San Pedro	Los Angeles County
Normal	58%	59%	49%	53%
Overage	28%	31%	19%	37%
Underage	14%	10%	32%	10%

In table 6 it will be noted that the San Pedro students are shown to be six months older than the Manzanar students, and if the difference in the time of year when the tables were prepared is considered, it is reasonable to say that the Manzanar students are about nine months their junior grade by grade, and somewhat younger than those in Los Angeles City.

The Los Angeles County table, although limited to grades 7 and 8, when adjusted for the six months calendar differential, shows the Manzanar students to be at least six months younger.

In table 7 the percentages are based upon the above discrepancies in date of compilation of the age-grade placements. If these discrepancies are adjusted it is evident that the Manzanar students are suffering from no unfavorable age-grade distribution.

SUMMARY

A brief summary of the foregoing testing and comparisons shows:

1. Whereas during last school year there was considerable deficiency in English fundamentals in at least three grades, this year there is no grade wide deficiency.
2. There appears to be no difference at the time of testing in achievement in English between the present Manzanar students and those who either relocated or were segregated to Tule Lake.
3. The mental Maturity of the Manzanar students is slightly below the national norm but not significantly so.
4. In arithmetic, last year's results show some deficiencies among students in grades 9 through 12. There is little difference last year in the achievement between students taking mathematics 9 and elementary algebra. This year's results show deficiencies in mathematics 9 in grades above the eighth.
5. In age-grade distribution Manzanar students are somewhat younger for their grades than the students in the Los Angeles City and County schools. There appears to be a lower percentage of overage students at Manzanar.

TULE LAKE SEGREGANTS

A comparison of the Tule Lake segregants from Manzanar with the entire school population is of interest. This follows:

TABLE 8
Progressive Language Test

GRADE	NORM	NUMBER	CAPITAL	PUNCTU-	WORDS AND	PARTS OF	SPELLING	HAND	TOTAL
		T* M**	IZATION	ATION	SENTENCES	SPEECH		WRITING	G. P.
7	7.4	25 124	7.8 7.8	5.5 5.4	6.4 7.7	6.6 6.6	6.2 6.6	6.0 6.0	6.3 6.5
8	8.4	19 115	9.2 9.3	8.5 8.5	8.5 9.4	10.0 9.7	7.6 7.8	8.0 8.0	8.9 8.5
9	9.4	33 155	9.2 9.3	8.5 8.5	7.2 8.5	9.3 9.3	7.2 8.2	6.0 9.0	8.0 8.3
10	50%	32 152	85 85	45 45	35 35	30 45	35 17.7	80 80	9.8 10.9
11	50%	40 196	90 90	55 55	35 50	30 30	40 50	80 50	10.9 11.7
12	50%	39 221	90 90	20 20	30 40	20 25	35 40	55 70	9.9 10.7

* Tule Lake segregants

** Manzanar students including Tule Lake segregants

TABLE 9
Metropolitan Arithmetic Test

Grade	No of Cases	Norm	Fundamentals	Problems	Average Arithmetic
7	25*	7.3	7.3	6.5	6.9
	129**		7.3	6.9	7.2
8	19	8.3	8.2	7.8	8.0
	115		8.4	7.7	8.1
9#	16	9.3	8.1	7.9	7.8
	82		8.5	8.0	8.2

*Tule Lake segregants

** Manzanar students including Tule Lake segregants

#General mathematics ninth year only.

Results for elementary algebra students who took the arithmetic test:

TABLE 10

Grade	No of cases	Grade placement
9	14	7.6
	67	
10	13	9.1
	59	9.0
11	5	8.5
	13	9.2
12	too few cases to be significant	

*Tule Lake segregants

** Manzanar students including Tule Lake segregants

The mental maturity of Tule Lake segregants as compared with the entire secondary school population is given below:

TABLE 11

MENTAL MATURITY OF TULE LAKE SEGREGANTS AS COMPARED
WITH ENTIRE SECONDARY SCHOOL POPULATION
January 1944

Grade	No. of Students		Mental Maturity Median	
	Segregants	Entire Enrollment	Segregants	Entire Enrollment
7	24	128	88.6	96.0
8	21	115	102.5	102.5
9	33	155	97.9	98.9
10	31	154	93.2	96.0
11	38	193	91.0	95.9
12	38	217	93.8	97.5
All grades	185	962	95.9	97.6

In age-grade distribution the segregants compare favorably with Manzanar and the other schools included in the table even before the adjustment is made for time of years when results were compiled.

TABLE 12
January 12, 1944

Grade	Tule Lake Segregants*	All Manzanar Students	Los Angeles City	San Pedro H.S.	L.A. County except cities
7	15-5 (13-0)	12-13½	12-13½	—	12-15½
8	15-7 (13-10)	13-14½	13-14½	—	13-14½
9	15-2 (14-9)	14-15½	14-15½	—	—
10	15-9 (15-8)	15-16½	15-16½	15½-17	—
11	17-0 (16-7)	16-17½	16-17½	16½-18	—
12	17-8 (17-7)	17-18½	17-18½	17½-19	—

*From Los Angeles County table for converting ages into G.P.

TULE LAKE SUMMARY

A brief summary of the foregoing comparisons of Tule Lake segregants who left Manzanar with the entire Manzanar high school population at or prior to the time of segregation (February 1944), reveals:

1. In English achievement there was no significant difference in grades 7, 8, and 9. In grades 10, 11, and 12 the segregants tested about one year lower. Retardation of the segregants was about two and one half years in grade 12, one year in grades 7 and 9, and one half year in grade 10. There was about a half year acceleration in grade 8.
2. In mathematics the achievement of the two groups was close, with some retardation in grades 7 and 8, and considerable in math 9 and elementary algebra on the part of students on all grade levels.
3. In mental maturity the segregants were slightly below the entire school population, and in no instance was any grade level of the former superior.
4. In age-grade distribution there was little if any difference except a tendency in grades 7, 9, and 11 to overage.
5. The segregants were not appreciably deficient or retarded and in any area tested or compared, in no way were they superior.

William C. Fox,
Principal

Ash

WESTERN DEFENSE COMMAND AND FOURTH ARMY
Assistant Chief of Staff for Civil Affairs
Wartime Civil Control Administration
Statistical Section

Bulletin 3 - March 16, 1942

JAPANESE POPULATION AND NUMBER OF JAPANESE
FAMILY HEADS IN CALIFORNIA BY MINOR CIVIL
DIVISIONS: 1940

County, city and other minor civil division	Total	POPULATION		HEADS OF FAMILIES		
		Alien	Citizen	Total	Alien	Citizen
<u>Los Angeles County</u>	36,866	13,391	23,475	8,068	6,402	1,666
Antelope twp.....	64	28	36	12	12	-
Belvedere twp.....	605	214	391	148	120	28
Beverly Hills twp..	130	47	83	11	8	3
Beverly Hills city	89	33	56	3	1	2
Calabasas twp.....	1	1	-	-	-	-
Compton twp.....	1,441	491	950	312	259	53
Compton city.....	69	24	45	16	13	3
Downey twp.....	1,158	455	703	235	185	50
El Monte twp.....	959	299	660	179	143	36
Covina city	5	1	4	1	1	-
El Monte city.....	67	20	47	15	13	2
Glendale twp.....	562	179	383	110	86	24
Burbank city.....	110	29	81	22	17	5
Glendale city.....	441	145	296	87	69	18
Inglewood twp.....	3,881	1,284	2,597	793	646	147
El Segundo cityl..	20	9	11	5	5	-
Gardena city.....	509	159	350	111	85	26
Hawthorne city....	71	22	49	18	12	6
Hermosa Beach city	32	10	22	7	4	3
Inglewood city....	201	69	132	40	36	4
Manhattan Beach city.....	17	5	12	3	1	2
RedondaBeach city.	112	31	81	27	13	14
Torrance city	1,189	408	781	238	195	43
Long Beach city	696	244	452	157	128	29
Los Angeles city....	23,321	8,726	14,595	5,262	4,154	1,108
Malibu twp.....	8	2	6	1	1	-
Monrovia twp.....	362	138	224	56	47	9
Arcadia city.....	117	49	68	14	13	1
Azusa city	24	6	18	4	3	1
Glendora city	7	2	5	1	1	-
Monrovia city.....	75	29	46	8	6	2
Sierra Madre city.	63	29	34	17	14	3
Montebello twp.....	260	94	166	62	41	21
Montebello city...	213	77	136	47	33	14
Pasadena twp.....	1,030	390	640	223	181	42

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Los Angeles County, cont.

Pasadena city ...	795	315	480	163	137	26
So. Pasadena city	187	60	127	151	37	14
San Antonio twp....	197	71	126	41	31	10
Bell city.....	22	8	14	6	5	1
Huntington Park city.....	10	3	7	3	1	2
South Gate city..	11	3	8	2	1	1
San Fernando city..	82	29	53	18	18	-
San Gabriel twp....	665	205	460	131	95	36
Alhambra city....	63	22	41	13	8	5
Monterey Park city	94	28	66	17	15	2
San Gabriel city.	205	59	146	48	33	15
San Marino city..	41	7	34	5	4	1
San Jose twp.....	62	24	38	12	11	1
Claremont city...	1	-	1	-	-	-
Pomona city.....	46	20	26	10	9	1
Santa Monica city..	394	133	261	93	72	21
Signal Hill twp....	122	41	81	27	21	6
Signal Hill city.	26	8	18	5	4	1
Soledad twp.....	16	9	7	2	1	1
Venice twp.....	526	172	354	123	94	29
Culver City.....	45	16	29	14	10	4
Whittier twp.....	324	115	209	60	48	12
Whittier city....	37	12	25	7	6	1

JAPANESE POPULATION
BEFORE EVACUATION

BY TOWNSHIPS
AND TOWNS

LOS ANGELES COUNTY