

02.18

THE LIBRARY POLICY

The Purpose of the Manzanar Library:

The Manzanar community and school library should serve all age groups within the community. Since the W.R.A. budget permits the employment of only one librarian, she will act as technical consultant to the high school and elementary divisions and will supervise the organization of these libraries to insure proper care and distribution of the books. The Main Library of the community, its branches and stations will be under her direction, supervision and administration.

The library staff will receive in-service training. There will be provision in the high school course of study for library science next fall.

LIBRARY BOARD

1. A board of library trustees should be established consisting of representative groups in the community.
2. The library board should act in an advisory capacity, making recommendations and suggestions to determine and outline library policies. Actual administration such as employment of staff members, and book selection should be left in the hands of the librarian.
3. The library board selects its own president and vice-president. The librarian always acts as secretary.
4. Regular board meetings should be held once a month. Special meetings may be called if the president feels it necessary.

EMPLOYMENT

1. The librarian and library board should keep in mind any competent persons interested in working in the library.
2. The librarian should be responsible for interviewing and employing these persons.
3. The librarian should take the responsibility of dismissing those who prove incompetent.

ORDERING AND RECEIVING OF BOOKS

1. All orders of all books which are purchased through the library fund must be checked by the librarian so that order cards can be placed in the library order file.
2. The budget or budgets should be divided into definite

percentages for the elementary, high school, professional and community libraries so that each receives a fair share of the book orders.

CHARGING SYSTEMS AND CIRCULATION SHEETS

1. Every library, branch and station should have uniform "date due" charging systems and regular circulation sheets.

ESTABLISHMENT OF BRANCHES

1. Branches should be established only where there is sufficient demand, adequate housing for the branch, and a large enough library staff to maintain the branches.
2. Inadequate circulation or lack of housing and shelving can be considered as reasons for discontinuing a branch.

STATIONS

1. Stations may be established upon the request of certain groups of block leaders if the request is reasonable.
2. Adequate housing, adequate shelving, a date-due system, and the keeping of a circulation chart will all be expected of the stations. Those who refuse to abide by these regulations will have to have their stations discontinued.

GIFTS

1. Only the gifts of modern, valuable material in good condition should be considered. Anymore boxes of old discards should not be sent to the library as any which we now receive only duplicates that which we already have.

STAFF REGULATIONS

1. The library staff will be expected to follow rules of conduct set up by the head librarian. Continued breaking of such rules after adequate warning will be considered sufficient reason for dismissing an employee.

SCHEDULES

1. The branch librarians, consulting the head librarian, will be responsible for the preparation of schedules.

THE MANZANAR LIBRARY: AN EXPERIMENT IN RESOURCEFULNESS

(A description of the development of the Manzanar community and school library written by the Librarian, Miss Ayame Ichiyasu, a graduate of the University of California School of Librarianship and formerly employed at the California Academy of Sciences in San Francisco and the Japan Institute, Inc., of New York.)

One cold day in April, 1942, there was a rumor in the wind that swept down from the high Sierras, a rumor that was tossed from one tar-covered barrack to another and finally picked up by a pair of receptive ears. Immediately, it was traced to the Recreation Department, a few words were spoken and the Manzanar Library was created.

Of course, it was not as simple as this. Libraries had been included in the projected educational and recreational programs of each center but the actual planning had had to give way to the more immediate problems of speedy removal and resettlement of one hundred ~~peep~~ thousand people.

This movement of all Japanese, aliens and citizens alike, from the Pacific coast had been decided upon as a military measure and as such was carried out with the precision and despatch of an army ^umaneuver. There was little time for the construction or planning of anything beyond the barest essentials to sustain life. Reception or assembly centers were hastily set up in race tracks and fair grounds in areas where Japanese were concentrated to hold them until more permanent centers could be built in isolated regions outside the military zone.

Manzanar was the first of these centers to be established, planned originally as a reception center it was later turned into a permanent relocation area. Living quarters, mess halls, wash rooms and laundry rooms were constructed and groups of five hundred to a

thousand were moved in even before they were completed. They brought with them only what they could carry. The army could not handle the rest of their belongings so they had to be sold or given away. Provided with barracks, cots and blankets, a routine for securing food, and the limited resources of the desert-like Owens Valley, ten thousand people had to exercise their ingenuity and skill and imagination to rebuild their individual lives as well as to establish community institutions.

Thus, the library remained in a nebulous state until April when the impetus for the formation of the Manzanar Library was provided by the gift of seventeen books and eighty magazines from friends in the San Francisco area. Under the supervision of Director of Recreation Axel G. Nielsen, Miss Takako Saito, a former student at the University of Southern California, began the work of organization.

Gathering together a few interested people, she made these books and magazines available for use in a part of someone's living quarters. In a short time, the Library expanded to six or seven branches. However, they were libraries in name only, merely barracks one hundred feet long and twenty feet wide, with four walls, a roof and a floor. There were no inner walls or ceilings, so the supports and rafters were plainly visible and the sunlight and oftentimes clouds of dust streamed in through knot holes and gaping seams. Some of the halls were fortunate indeed to have a bench and a table. What we lacked in books we made up by a collection of snake skins, live scorpions, dried brush, bits of odd-colored stones and unusual plants--all objects of interest to ten thousand city people.

About the beginning of June, books began to come in in a steady stream from religious groups, individuals and the Los Angeles public and county library systems. These were accessioned and circulated immediately. Since the bulk of them had already been classified, the non-fiction were arranged by call number in the Main Library and the fiction were arranged by author in the branch libraries which by now had been reorganized to two.

Because of the lumber shortage there was no possibility of securing shelves. Fortunately, there was a six-inch niche along the walls made by the two by sixes forming the framework of the buildings and on these were placed four to five rows of books, one on top of the other. The fiction, being of more or less uniform height, looked rather well, but the classified section formed irregular lines as the books varied in size.

As soon as word got around that there were books in the Library, people began to come. It was all we could do to keep them away while the books were being counted and accessioned. The readers wanted Sandburg's *The Prairie Years*; they wanted Van Doren's *Benjamin Franklin*; they wanted Llewelyn's *How Green Was My Valley*; they wanted *Bambi*; they wanted the latest issue of *Life* and they even wanted a choral score. Each one expressed surprise when he found that so many of these were not to be had. Why, the Library at home had all of them! They had to be told again and again that this Library had only those books which had been donated to it.

About the same time, Americanization and grade school classes were begun by some fifty high school and college students. They

searched through boxes and took sets of readers and single copies of arithmetics, geographies and histories even before they could be accessioned and came back periodically to see what new books had come in. Stimulated by these in classes, children and children with their parents came searching for picture books and readers for use at home. It was difficult to interest them in books other than readers.

The high school people visited us only casually, perhaps because classes had not yet been started for them and they were busy in the work of organizing Center life. But we did have a number browsing through the piles of books or searching for specific subjects related to camp activities. Directions for constructing model planes and stories of aviators and aviation were much in demand by the model plane groups. Through all the requests there was a constant recurrence of calls for directions for making simple furniture, suggestions for interior decorating and a definite interest in astronomy. The brilliant, clear night skies impressed almost everyone with a desire to learn the names of the stars.

About the beginning of July, the Library had almost 12,000 volumes but there were no shelves other than two book cases built by the Recreation Department. Everyone had been searching for pieces of lumber with very little success. One young man became so tired of digging for books that he volunteered to canvass the entire Center. He found that the construction company was breaking up its camp and convinced the foreman that the Library should have this cast-off lumber. Several days later, the caretaker of one of the branches was able to have first choice in selecting the best pieces from a load of scrap lumber. In another branch, the girls picked up pieces

of wood here and there and put up shelves. In this way, by luck and work the Library finally had sufficient shelves.

The securing of Library furniture was such a remote possibility that it was not even considered a problem. Everything available was used. At first, the floor and one's knees served; then someone gave us three rugs so the early comers had something to sit upon. Then, a few tables and benches were brought from the administrative offices, to which were added tables from the still unopened mess halls. Even with these, it was not uncommon to have twenty to thirty readers sitting on the floor.

In the absence of library supplies, we used narrow strips of typing paper for date slips and book cards and made them out at the desk as books were issued. Those that came with the discarded books were truly appreciated. The staff purchased five cent packages of binder paper to use as accession sheets because there was little paper that could be requisitioned. With a catalog or shelf list very remote possibilities, the staff relied upon their memories to answer questions. Perhaps this was one reason why everyone learned the Dewey numbers so quickly.

About the middle of July, the Library was placed under the Education Department which was beginning to take form. To its function as a community library was added that of a school library. Our first assignment was to find study material for the classes for former Los Angeles junior and senior high school students conducted by volunteers. Many of the schools sent text-books together with the assignments but the majority of the students supplemented these with library books

which, by now, included several shipments of arithmetics, histories and grammars from the Los Angeles and Pasadena Boards of Education.

Among these were a large number of elementary school readers and no other group received such a warm reception. The children recognized their familiar texts and checked them out to read at home. Time and time again a little boy or girl would proudly say: "I can read this because we used to read it at school." When the text-book room was set up and all these were transferred to the schools the children were quite disappointed. To take their place we suggested other books but they did not have the same attraction.

With the opening of the elementary school in September and the high school in October, there was a more purposeful type of reading. There were not enough appropriate text-books so books were sent to the classrooms to be shared by all the students. Supplementary material was placed in the non-circulating section of the high school study hall library. Those who wished to study at home checked out whatever they could get at the main library. This scarcity of appropriate titles has forced the students to look through many books for the information they need in classes and has made them better acquainted with the Library. They discovered that with a little extra study high school biology could be found in college texts on zoology, botany or physiology and high school American history from college editions of Guitteau or Beard.

Now, after six months, the first step of gathering books is well on its way. With the 20,000 volumes in the Library and the 24,000 in the text-book section, our task is to use these to best advantage and to fill in the gaps with purchases. A sizeable part of the Education

budget has been allotted towards this purpose. The first shipment of mending supplies and catalog cards have been received so that the skill acquired in the thrice-weekly in-service training classes can be put into practice. The first list of books for the elementary school library, prepared by qualified library consultants in the San Francisco Regional Office, has been ordered while subsequent lists are being checked for purchase. Additional lists of books, newspapers and magazines are being compiled right here.

Physically, the libraries have improved also. The study hall, the main and branch libraries are having insulation and linoleum installed to keep out the cold and dust. The study-hall is fully equipped with chairs and tables for some three hundred people while there is adequate seating equipment in the other two halls. Lumber for stacks and standard library equipment is being ordered. If we can progress in the next six months as steadily as we have during the last six, we shall have gone a long way toward the filling the needs of the school children, the college-age students, the adult students and of the community as a whole.

THE LIBRARY

EDUCATION FOR RELOCATION

Both the community and school libraries of Manzanar which are organized under the Department of Education are faced with two phases of education for relocation. The school libraries are responsible for providing material and bibliographies for the students and teachers, while the community library is attempting to make the adults more relocation conscious and provide more material to satisfy their needs. The library is also working in co-operation with the relocation office, ordering books which the relocation office needs for its program, and in turn acquiring from the relocation office pamphlet material which is added to the library's relocation pamphlet file.

What the library has done to further relocation

I. Books

- A. The library has ordered and received two sets of the American Guide Series. One set is in the main community library since this library is open to all people and is in the center of camp. The other set is at the relocation office. The following titles have been received at present:

- | | |
|------------------|---------------|
| 1. Massachusetts | 9. Wisconsin |
| 2. Connecticut | 10. Minnesota |
| 3. Pennsylvania | 11. Iowa |
| 4. New Jersey | 12. Kansas |
| 5. Delaware | 13. Nebraska |
| 6. Maryland | 14. Virginia |
| 7. Ohio | 15. New York |
| 8. Michigan | |

- B. The Municipal Yearbook, 1943.
This reference book contains maps of the states and a variety of data about the larger cities. It is published by the International City Managers Association. This book has been placed in the high school library as it is a basic relocation reference tool for the students.

II. Newspapers

Twelve newspapers representing different sections of the country are taken by the library. Ten of them have been placed in the main community library:

The Boston Globe
Chicago Daily News
Cincinnati Enquirer
Des Moines Register
Milwaukee Star Journal
P M Daily
Philadelphia Record
Salt Lake Tribune
St. Louis Post Dispatch
The Baltimore Sun

Two other papers, used by the high school students in their assignments have been placed in the high school library:

Christian Science Monitor
New York Times

III. Pamphlets

In both the main library and the high school library there is a pamphlet file arranged by state and area. An attempt has been made to acquire pamphlets concerning price control and inflation as these are problem about which persons need information when they are considering relocation.

Future plans of the library to further relocation

- I. At the present time the elementary library has little material directly bearing on relocation. More material on United States geography and books on normal community life will be ordered.
- II. A special relocation reading room or library will be set up in the relocation building as soon as space is available. A pamphlet file, the American Guide series, and several out-of-state papers will be placed in this reading room.

III. Displays on relocation have been very successful in stimulating interest in the high school library. With the addition of a new bulletin board in the main community library, pamphlet and book jacket displays are being planned. A rotating bulleting board display is a possibility which is being considered in order to advertise to the various parts of camp the library material which is available in relocation.

Ruth Budd

Director of Libraries

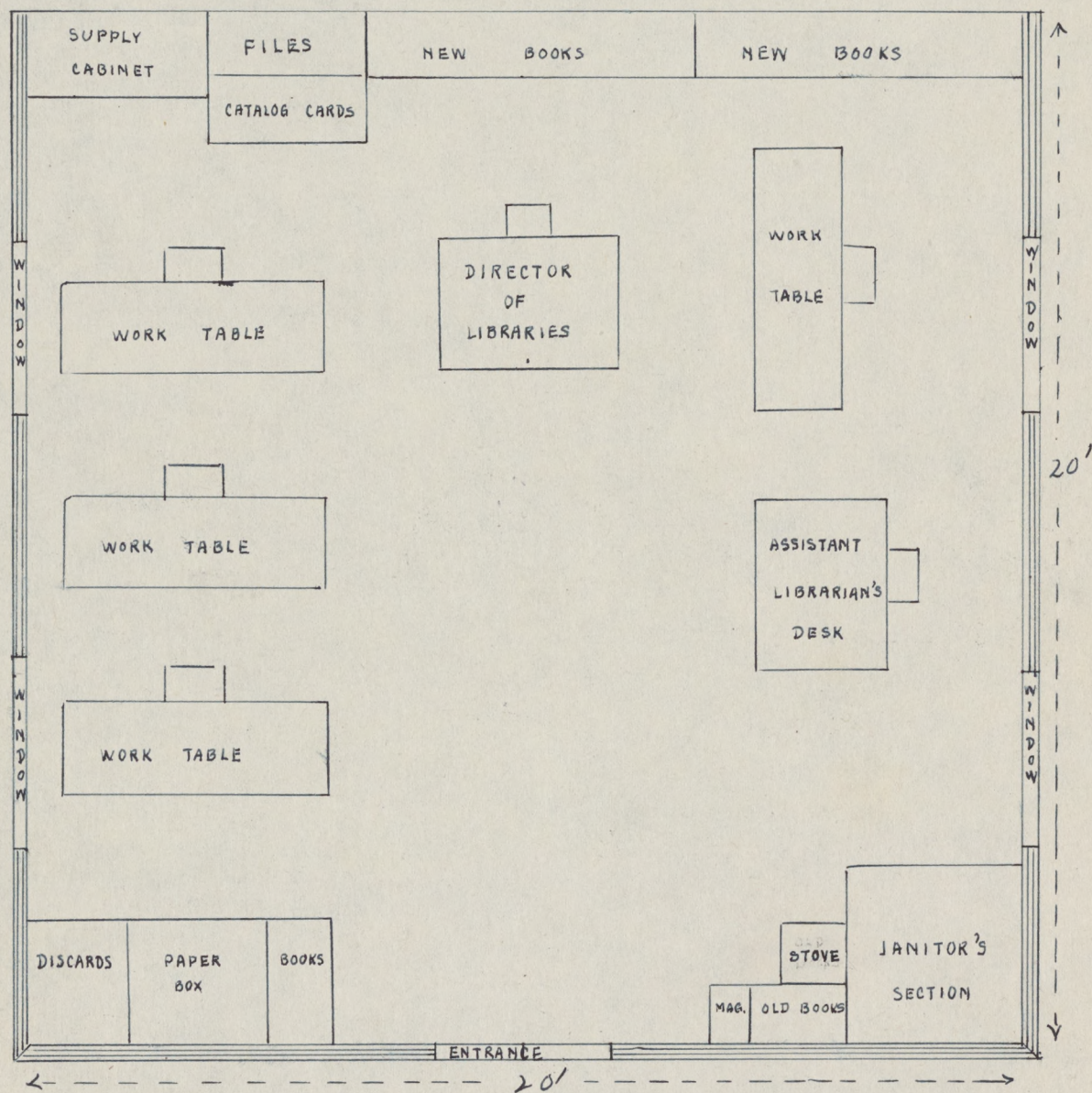
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THE MANZANAR LIBRARY

FLOOR PLANS

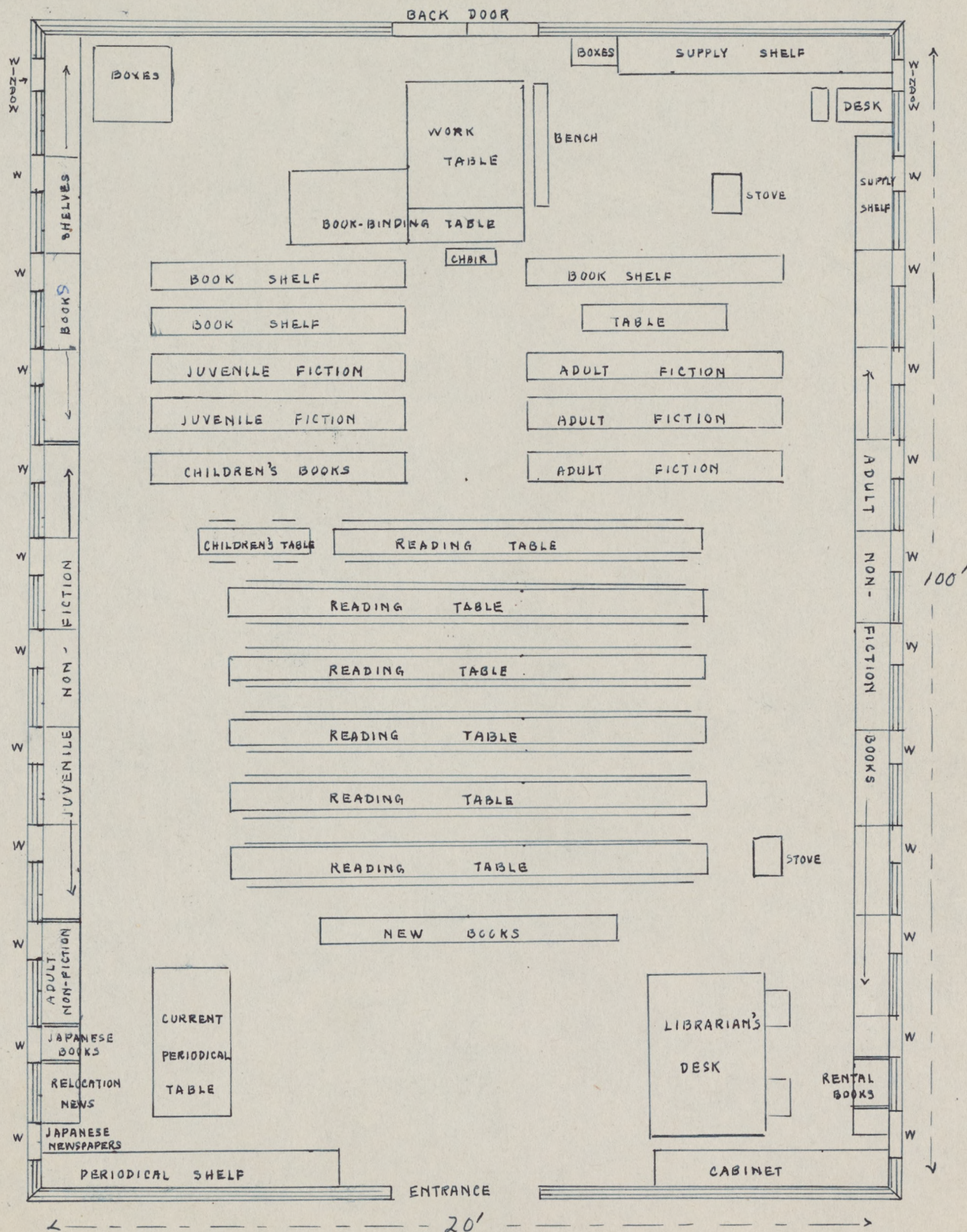
SUBMITTED BY

RUTH BUDD, LIBRARIAN

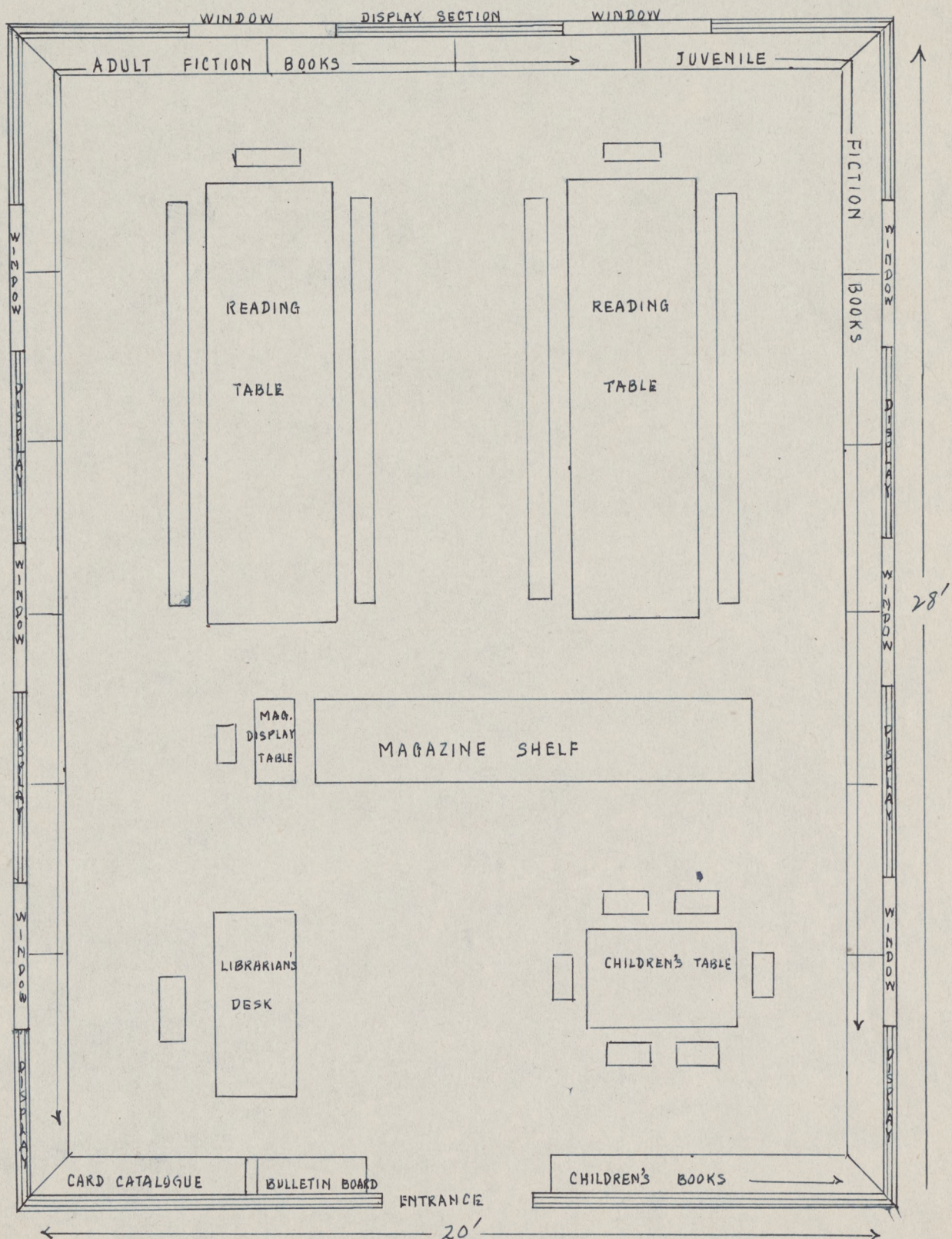
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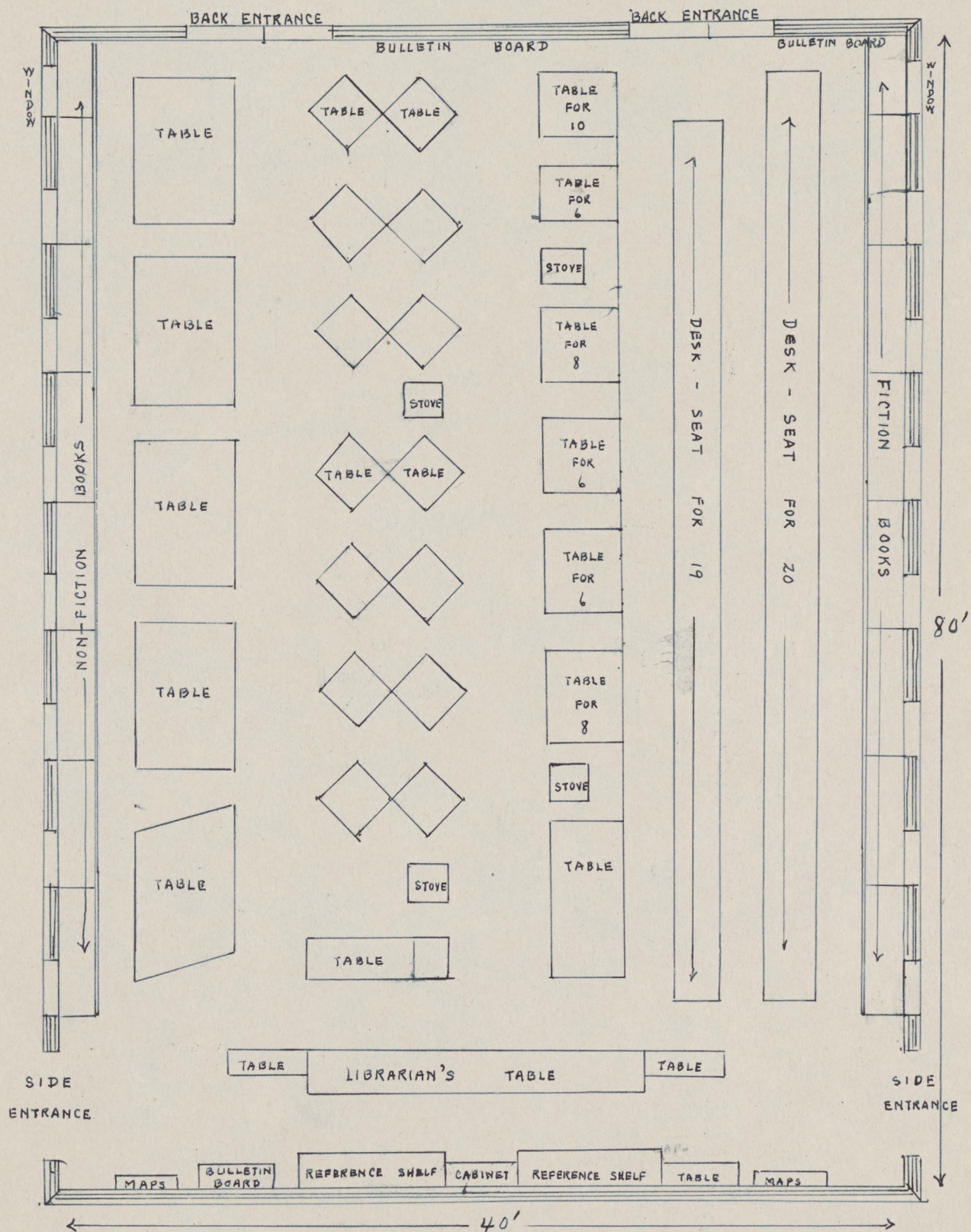
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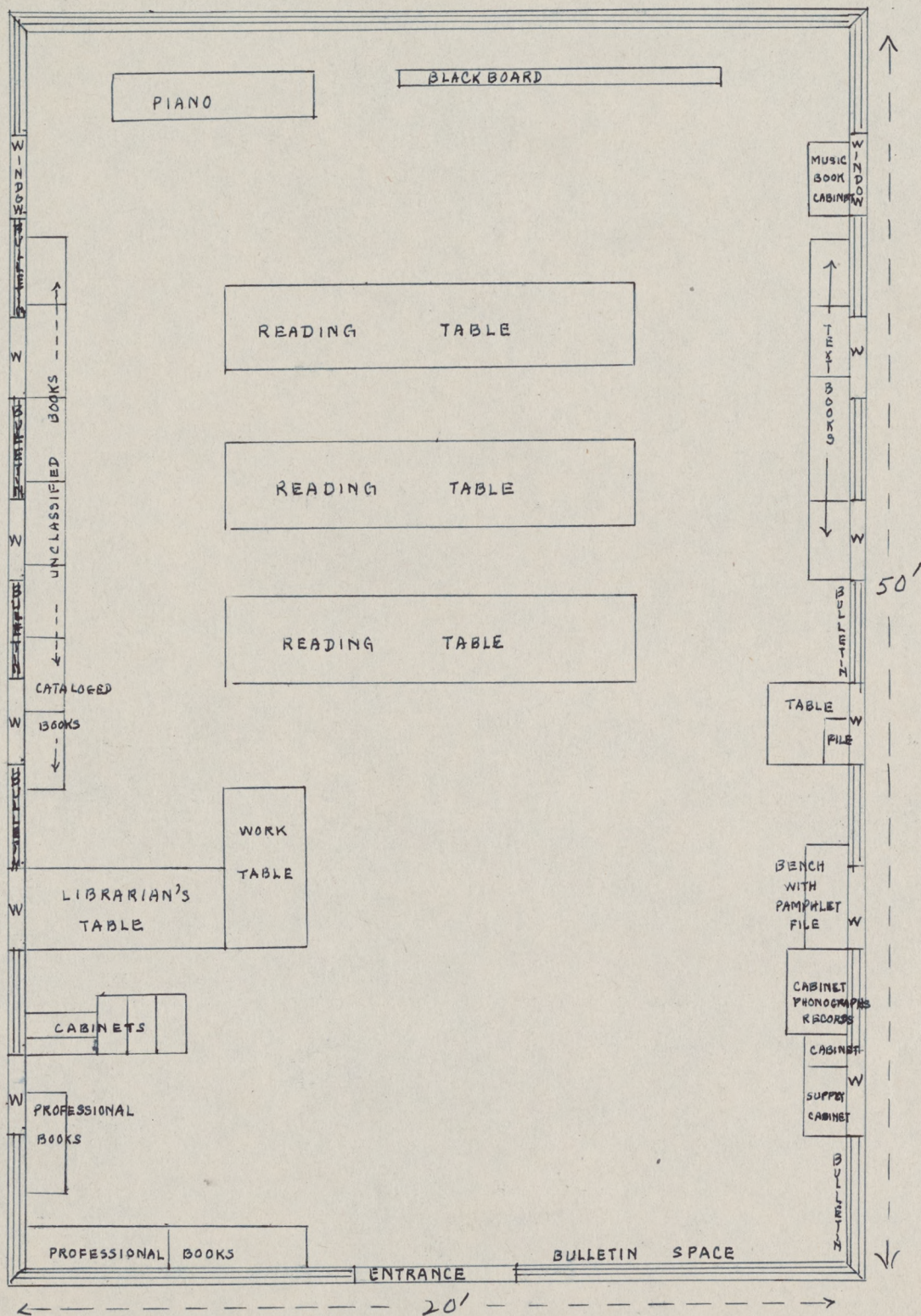
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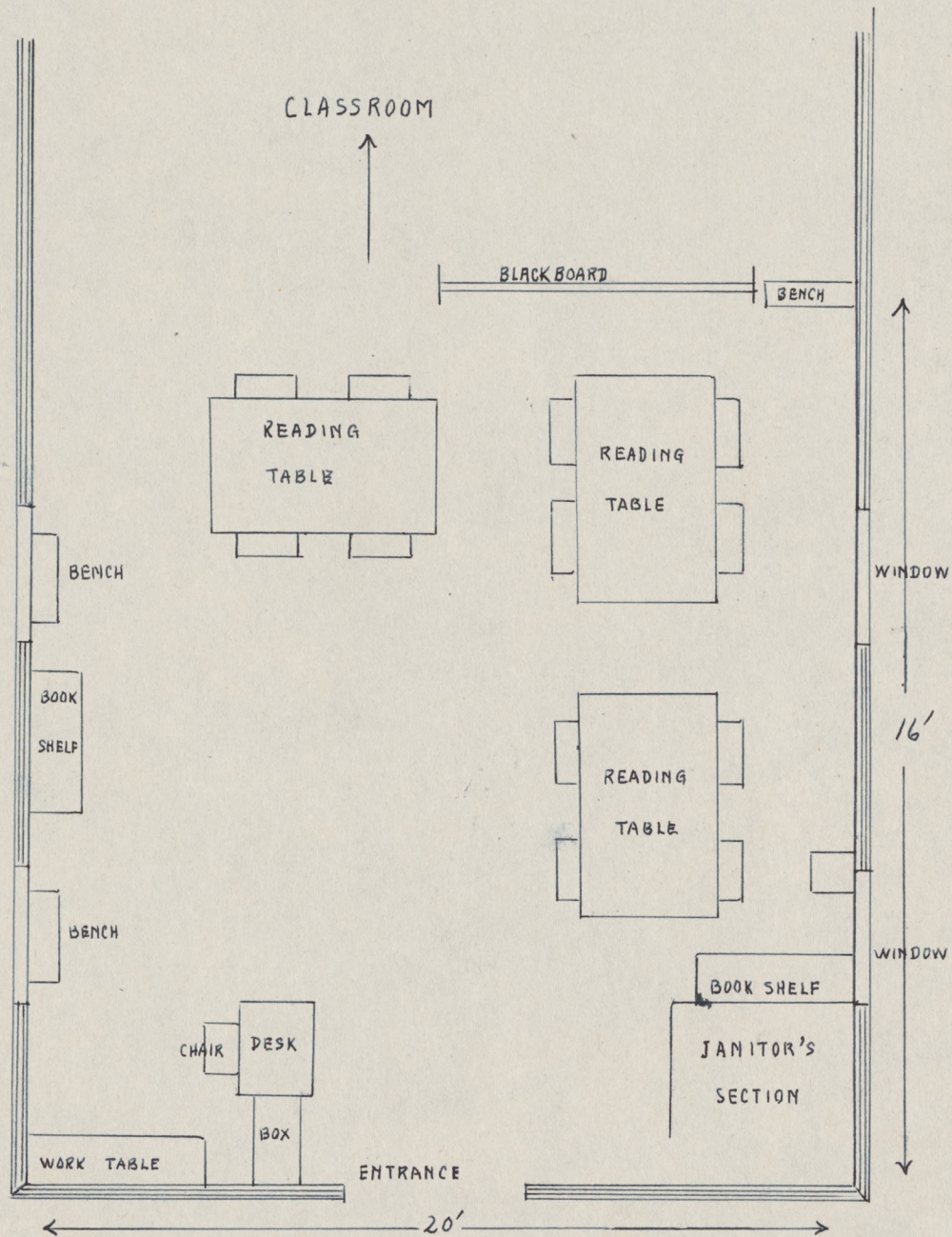
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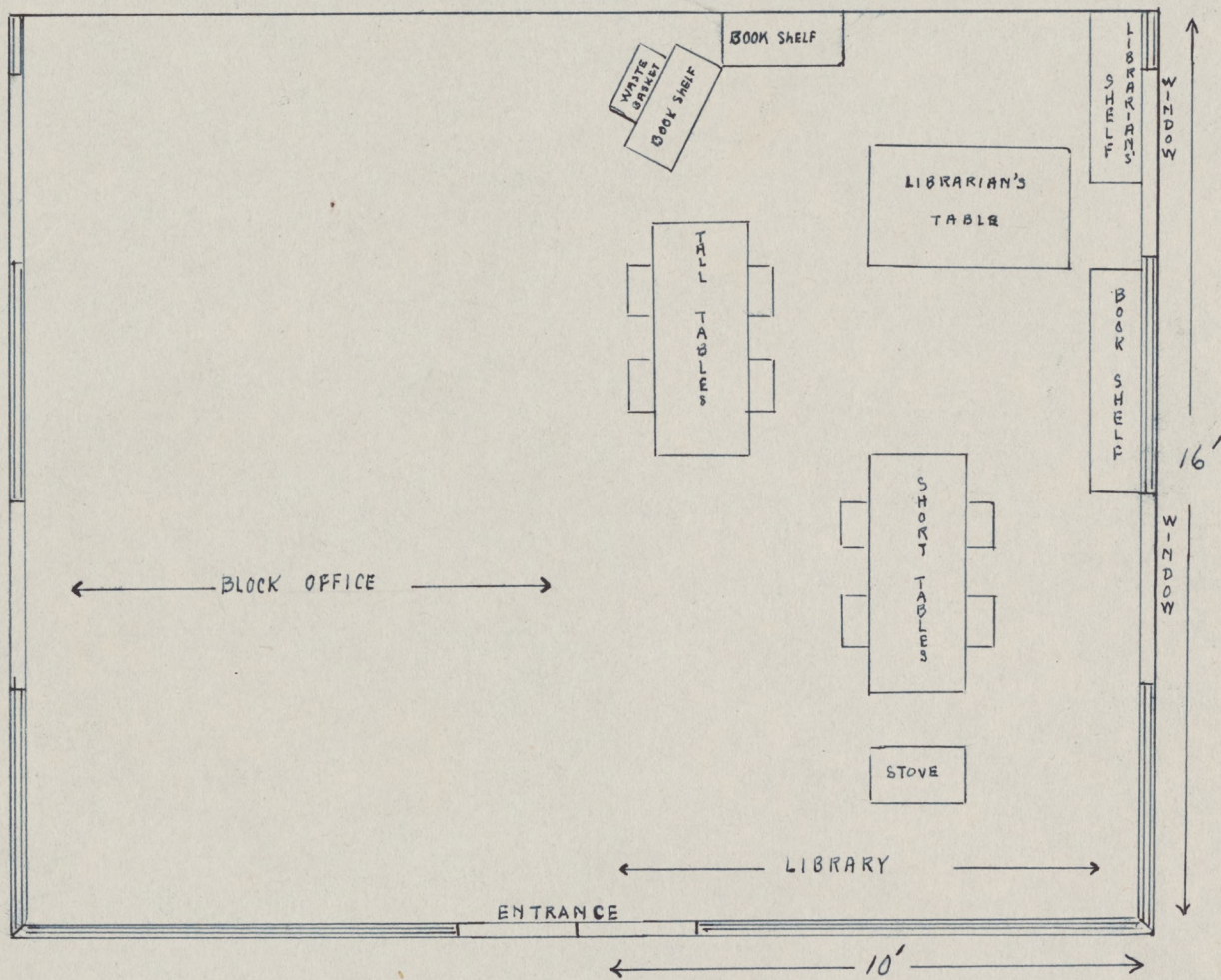
FLOOR PLAN OF HIGH SCHOOL LIBRARY 7-16



FLOOR PLAN OF ELEMENTARY & PROFESSIONAL LIBRARY 1-14



FLOOR PLAN OF CHILDREN'S LIBRARY 31-15



Floor Plan of Children's Library 9-1-1

QUARTERLY REPORT
January 1 to March 31, 1943
L I B R A R Y
Manzanar, California

I INTRODUCTION

At the beginning of the quarter, our trained librarian, Miss Ayame Ichiyasu, left suddenly for relocation.

Efforts were made to recruit a librarian from the outside even before her departure, but up to the present date, we have not yet succeeded.

II PHYSICAL IMPROVEMENTS

A. Plasterboard installation
" " at Branch Library 12-15, Study Hall Library, and Main Library, 22-15, was completed at the beginning of January.

B. Linoleum
There is no linoleum on the floors at 12-15 and 22-15.

C. Shelving
During this period, shelving was installed in all the libraries.

III SUPPLIES & EQUIPMENT

Supplies such as dating stamps, book pockets, charging cards, clamps(for book mending), etc. came in during this quarter.

IV STATIONS

Stations were established at the hospital, police station, fire station, and block leader's office in Blocks 33 and 36.

There has been no marked progress in the Professional Library, 1-4-4(Miss Fairman's office.)

The Elementary School Library (to be housed in 1-14) is in the process of being organized.

I INTRODUCTION (cont.)

New books including a number of best sellers were received during this period.

Magazine subscriptions began coming in also.

There were approximately 2000 new accessions.

Cataloging has not yet begun waiting the arrival of an appointed librarian.

V PERSONNEL

A Main Library, 22-15

- 1 Mitsue Nakamoto, librarian
- 2 Isamu Fujita, Assistant
- 3 Mitsuyo Oto, "
- 4 Nanaye Shintani, "
- 5 Arthur Shiohama, "
- 6 Kazuma Takechi, "
- 7 Grace Takahashi, "
- 8 Tomiko Fukuhara, Station librarian
- 9 George Shimomura, Study hall proctor(evenings)

B Study Hall Library, 7-16

- 1 Tomiko Azeka, librarian
- 2 Elaine Fukayama, Assistant
- 3 Sa~~da~~ko Ikebuchi, "
- 4 Gertrude Kikuchi, "
- 5 Kazu Masuda, "
- 6 Tomiko Matsumoto, "
- 7 Sumiko Sakai, "

C Branch library, 12-15

- 1 Rose Fukuhara, librarian
- 2 Tom Komatsu, assistant

DeTextbook Library, Warehouse 19

- 1 Paul Hasegawa, director
- 2 Shigeko Kyosai, assistant
- 3 Kayoko Nomura, "
- 4 Ben Sawai, "
- 5 Fumiko Shirokawabe, "

VI TEXTBOOK LIBRARY

Book shelves and stacks were built but are not fully sufficient.

There is no linoleum.

A small office is needed.

There was an addition of approximately 3000 new textbooks during this quarter.

Submitted by Chizuru Nakaji
Acting Librarian
March 26, 1943

JUNE 15, 1943

MANZANAR LIBRARY

The Manzanar library system with its main office located at 1-1-1 operates as a unit under the Education Department and is directed by Miss Ruth Budd and her able assistant, Mitsue Nakamoto. Our first director was Ayame Ichiyasu who left for relocation in January. The post was then taken over by Chizuru Nakaji who was with us until a few weeks ago when she, too, left for relocation. With the departure of Miss Nakaji, we were quite fortunate in having the Director of the Library School at the University of California send us a librarian, Miss Ruth Budd, who had been interested in securing a position at a relocation center. A graduate of Occidental College, she completed her librarianship course at the University of California at Berkeley in 1942, and was with the Children's Department at Oroville Public Library in Oroville, California until her arrival in Manzanar.

Our present system consists of the main library, the fiction, the school, and the station libraries. The stations are located at the Hospital, the Fire and Police Departments, the Nursery school, and at the Block leader's offices at #33 and #36. The books at these stations are changed every month so that the readers will have a new collection of books to select from. There is also a Professional and Elementary library located at 1-14 which is used by the teachers, student teachers, and other members of the Education Department.

THE MAIN LIBRARY

This library at 22-15 is in the center of the camp and is open to the general public. If one browses from shelf to shelf, he will find a wide collection of fiction, non-fiction, periodicals, and a selection of juvenile books for the younger folks. The best-sellers and the newer books are shelved in a "rental" section. They may be checked out at a nominal fee of 1 cent per day and can be kept for a week only.

The staff of this library consists of the branch librarian, Kazuko Masuda and her assistants, Isamu Fujita, Sadako Ikebuchi, Tomiko Matsumoto, Sumiko Sakai, Kazuma Takechi, Ruth Uyesato, and Genshiro Chomori.

Because there are only a limited number of Japanese books and magazines they are kept at present in the Main Library. Mr. Takechi is in charge of the book-binding department and gives special attention to Japanese books to see that they are always in good condition. The Isseis of this camp, therefore, may get pleasure of reading from this small, but good collection.

The popular Montgomery Ward and the Sears Roebuck catalogs are always on the table for those who are interested.

THE SCHOOL LIBRARY #7

During the school hours this library is used as a study hall by the students. It is open to the public from 6:30 to 10:00 p.m. No children under the sixth grade are allowed in the library at any time unless they have special permission.

Students come after school, on Saturdays and even on Sundays to do their home work as the atmosphere is good for study and reference books are available. At any time when one cannot find the material he needs, he may always inquire at the desk, where the librarian will gladly assist him.

The #7 library staff consists of branch librarian, Tomi Fukuhara and her assistants, Elaine Fukayama, Hanako Hoshiyama, Tamae Iiyama, Mr. Sasaki, and Martha Uyesato.

Junior college books are also placed here. The #7 library is widely used by the teachers, not only for their class work, but for reading in their spare time.

FICTION LIBRARY #12

This library is located in Block #12 Ironing Room. It is a fiction library and is open to the public. Branch librarian, Rose Fukuhara and her assistant, Frank Seto, Mr. Iida, are taking charge of this library. There are a number of popular detective and murder stories in this library.

HOW THE BOOKS FIND THEIR WAY TO THE SHELVES

Most of the books you find now on the shelves of your favorite library are the discarded books from the Los Angeles, Pasadena, Beverly Hills, and other public libraries. Then, too, from time to time we receive many fine donations of books and periodicals from our residents here in camp as well as from our many Caucasian friends on the outside. People have even loaned us books from their own personal libraries, many which are utilized by the students to a great advantage. Some of the books are purchased from the funds allocated to the WRA budget.

WHAT'S GOING ON BEHIND THE COUNTERS, UNSEEN TO THE PUBLIC

At present a big task of cataloguing all the books is under way at 1-1-1, and in due time when one knows only the author or the title of the book he will be able to locate the volume he wants by means of the card catalog. Books are being classified by the Dewey Decimal system, a nationally used system of classifying thousands of different kinds of books.

Discarding of old books is going on continuously at all branch libraries to make room for the incoming books. This is done by the staff members in the branches and at the main office. Each library checks over its shelves and finds books that are not in demand, damaged beyond repair, or else too obsolete. These are set aside until picked up by a truck which takes it to one of the warehouses to be condemned. At the same time records of those books are sent to the main office so that they may be permanently checked off the records as "discarded".

COURSES IN LIBRARIANSHIP GIVEN

All members of the staff are required to attend a class every Saturday morning from 8:00 to 10:00 a.m. This course is open to high school students and adults who are interested in learning Librarianship. It offers an opportunity to learn something which will be of use when applying for library jobs inside or outside of Manzanar.

THE MANZANAR LIBRARY

QUARTERLY REPORT

APRIL 1 - JUNE 30, 1943

SUBMITTED BY

RUTH BUDD, LIBRARIAN

JUNE 30, 1943

QUARTERLY REPORT
APRIL 1 - JUNE 30, 1943
THE MANZANAR LIBRARY

INTRODUCTION:

Until May 15, 1943 Chizuru Nakaji was the Acting Librarian of the Manzanar Libraries. On May 17 her post was taken over by Miss Ruth Budd, a graduate of Oxidental College who had completed her librarianship course at the University of California at Berkeley. She was formerly with the Children's Department of Oroville Public Library, Oroville, California.

REORGANIZATION:

The entire library has been reorganized. A Main Office has been established temporarily at 1-1-1, where all books, periodicals, and library supplies are received. Books are being accessioned, catalogued, and delivered to the designated library. Ordering, secretarial work, and processing of books are also carried at the office.

Since the reorganization of the library, there have been changes in the entire staff of Libraries 22-15 and 7-16. Seven members of the staff have terminated their duties and four new workers have taken their places. Assistants from 22-15 and 7-16 now come down to the office on alternate shifts to help with the work.

One more worker is needed at 22-15 and a clerical assistant for ^{the} Library Office.

At present there have been no changes at the Professional and Elementary Libraries but in a few weeks the Professional Library will be moved to 1-14 with the Elementary Library and will be included as a branch library for teachers. These two libraries will be directly under the supervision of the head librarian.

PHYSICAL IMPROVEMENTS:

The following improvements are needed:

1. Linoleum in 22-15.
2. Hardware and repair on all doors in 1-1-1, 22-15, and 12-20.
3. Light switch in 22-15.
4. Book shelves to be installed in Library Office.

It is recommended that periodical check-ups be made by the Electrical crew and Public Works crew so that time need not be expended in making out requisitions and reminding various people to see that the requisitions are filled.

SUPPLIES AND EQUIPMENT:

Two librarian's desks have been placed in the temporary office.

The following supplies and equipment are needed:

1. Permanent office with book shelves, work tables, chairs, and cupboard.
2. Hoses for 12-20 and 22-15.

3. Library signs for the office and 22-15.

PUBLIC BUILDINGS:

Children under 12 years old have been excluded from School Library 7. Therefore, a children's library near Block 7 is needed.

The Fiction Library was moved to Block 12-20 on June 3, 1943. It was formerly under the Recreation Department but on May 17 it was changed to a branch under the Education Department.

LIBRARY PERSONNEL:

Director of libraries.....Ruth Budd
Assistant Director.....Mitsue Nakamoto

Main Library, 22-15

Branch librarian.....Kazuko Masuda
Assistant librarian.....Isamu Fujita
Assistant librarian.....Sadako Ikebuchi
Assistant librarian.....Tomiko Matsumoto
Assistant librarian.....Sumiko Sakai
Assistant librarian.....Ruth Uyesato
Book Binder.....Kazuma Takechi
Attendant.....Genshiro Chomori

School Library, 7-16

Branch librarian.....Tomiko Fukuhara
Assistant librarian.....Elaine Fukayama
Assistant librarian.....Hanako Hoshiyama
Assistant librarian.....Tamae Iiyama
Assistant librarian.....Martha Uyesato
Attendance Keeper.....Mr. Sasaki

Fiction Library, 12-20

Branch librarian.....Rose Fukuhara
Assistant librarian.....Frank Seto
Attendant.....Minoru Iida

STATISTICS:

The following requisitions were made:

Date	Requisition number	Place	Items	Quantity	Cost
April 5	2517	Wagner	Books	105	
May 19	2999	American School Board Journal	Books	1	
May 21	3053	Clark	Books	16	8.00
June 4	3314	Sather Gate	Books	301	326.50
June 8	3242	Amer. Lib. Ass.	Book	1	1.00
June 15	3330	L A News Co.	Periodicals	101	385.55
June 15	3325	Wilson	Ref. Books	8	92.60
June 16	3332	Remington Rand	Supplies	28	109.65
June 17	3372	Gaylord	Supplies	25	432.44
June 18	3402	Supt. of Documents	Pamphlets	19	3.25
June 19	3409	Vroman	Books	295	751.14

Number of books accessioned:

English.....3140
Japanese..... 190

Number of books discarded:

Unclassified..... 2128

Number of donations:

Books..... 233
Magazines..... 15

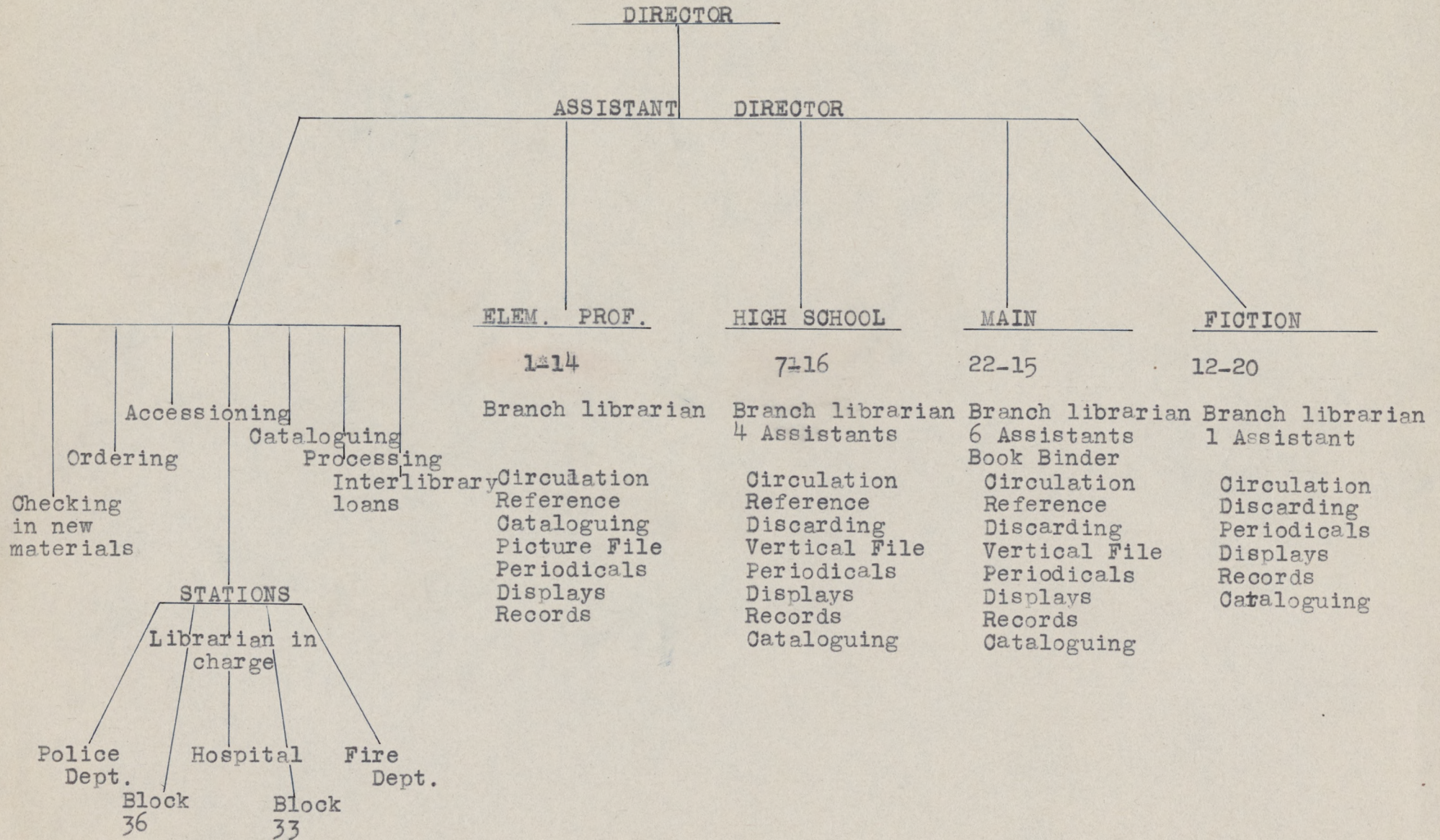
Interlibrary loans:

Number of persons making request.....20
Number of titles requested.....11
Number of subjects requested..... 9

ATTENDANCE AND CIRCULATION FIGURES

[illegible]

LIBRARY ORGANIZATION CHART



*Sent in to
Adult Ed.*

Dr. Carter
1-4-3
September 20, 1943

The Manzanar Library

In April, 1942, with ten thousand people trying to re-establish community institutions in a desert wilderness, the Manzanar Library was born. A gift of seventeen books and eighty magazines provided a beginning collection with which to organize the library.

In the past year and a half since that beginning, the Manzanar Library has developed into a worthwhile community institution. Along with gifts of old books from religious groups, individuals, and the Los Angeles city and county systems, new books have been added which were purchased from a library budget. Tables, benches and shelving have been secured finally for all of the branches which have since been established.

The Manzanar Library which was placed under the Education Department in July, of last year, has now been completely reorganized.

An office-workshop has been established in Block one, where all books, magazines and supplies are received and sent out to the branches. This office is both the "order department" and the "cataloguing department" for it is here that all new books are ordered, catalogued and processed.

In the center of camp at 22-15 the main library is to be found. A basic collection of books and periodicals for both adults and children are located at the main library. At present all newspapers that are received are also sent to 22-15.

Another community branch library, "The Hilltop Library" is located in the ironing room in Block Twelve. This branch contains fiction only both for adults and for boys and girls.

Two small children's branches for younger children have been established this summer, one in a schoolroom in Block Thirty-one, and one in Block Nine in the block leader's office.

The school libraries are providing material for both teachers and students. An elementary library with a large collection of children's books is maintained in 1-14 for the teachers to check out. The teachers professional library is also located in 1-14 with professional books and magazines, a record collection, and a pamphlet file.

The library located in Block Seven is the high school - junior college library. Books which are needed by adult education classes are also placed in this library.

During the summer a large number of new books have come in, while the subscription list to periodicals is one of which any library might be proud. A large and varied number of pamphlets on many different subjects make up the pamphlet files in the Main Library, the High School Library and the Professional Library.

Thus from a collection of seventeen books and eighty magazines the Manzanar Library has developed into a community - school library system which is trying to give adequate service to all of the residents of Manzanar.

Ruth Budd
Director of Libraries

THE MANZANAR LIBRARY
QUARTERLY REPORT
JULY 1 - SEPTEMBER 30, 1943

SUBMITTED BY
RUTH BUDD, LIBRARIAN
SEPTEMBER 30, 1943

QUARTERLY REPORT
JULY 1 - SEPTEMBER 30
THE MANZANAR LIBRARY

During this quarter the library has been functioning with a steady progress. Library books and supplies which were requisitioned six months ago have been coming in gradually. These incoming books are processed immediately- accessioned, classified, catalogued and delivered to the designated libraries. The list of these books are posted up at each library, the post office, the administration building, the hospital, Block 36 and the Education Office.

The library has sought to be of every possible help to the people of the center by furnishing wholesome and entertaining reading materials.

Lists of technical books on aviation, occupational guidance and training have been coming.

The Readers' Guide for Periodical Literature has been placed in the main branch and in the high school library.

Pamphlet files have been placed in the main branch, the high school and the elementary-professional library. These files contain materials ~~and~~ variety of subjects. In addition, relocation files consisting of pamphlet material on different states and work opportunities have been placed in the high school and the main branch libraries. A special file on vocational guidance has been started for the high school.

SUPPLIES AND EQUIPMENT:

One cabinet and two book shelves have been placed in the library office.

PHYSICAL IMPROVEMENTS NEEDED:

1. One more book shelf for the office.
2. A large stove in library 12-20
3. Moving the small stove from 12-20 to library 7-16.
4. A swinging door to be placed at both ends of the librarian's desk at 7-16 to prevent the cold air coming through the side entrance.
5. Linoleum for the floor needed at 22-15 so the library can continue to stay open at night during the cold weather.
6. Side door to be made at children's library 9-1-1 to prevent the cold wind coming in through the main entrance when used by the children.

LIBRARY PERSONNEL:

Director of LibrariesRuth Budd
Assistant DirectorMitsue Nakamoto

Inter-Library Loans
LibrarianFrances Shirakawabe

Main Library 22-15

Branch LibrarianKazuko Masuda
Assistant librarianHelen Aoki
Assistant librarianSadako Ikebuchi
Assistant librarianTomiko Matsumoto
Assistant librarianIsamu Fujita
Book BinderKazuma Takechi
AttendantGenshiro Chomori

School Library 7-16

Branch LibrarianTomiko Fukuhara
Assistant librarianTamae Iiyama
Assistant librarianEmiko Oda
Assistant librarianYoshiko Ogi
Assistant librarianFrank Seto

Fiction Library 12-20

Branch LibrarianRose Fukuhara
~~Assistant librarian~~Minoru Iida... *Attendant*
Assistant librarianGrace Yuhashi

Professional Library 1-14

Branch LibrarianSumiko Sakai
Assistant librarianToshiko Onouye
Assistant librarianShigeru Honda

Children's Library 31-15

Branch LibrarianIrene Morimoto

Children's Library 9-1-1

Branch LibrarianReiko Uyeshima

Library Office 1-1-1

Assistant LibrarianFlorence Sakata

MAIN LIBRARY 22-15

The main library's reading room is usually filled during the day with elderly men who find interest in the latest current events, Japanese books, and newspapers. After school the students use this library for reference work and are also attracted to the new books and periodicals displayed in the front of the room.

The librarians are carefully weeding out the old books, discarding obsolete books and working on the cataloguing of the remaining ones.

Mr. K. Takechi, who is in charge of the book-binding section, has mended the worn Japanese books and magazines, and is now rebinding the books of the children's library.

FICTION LIBRARY 12-20

Mystery, western stories, romantic novels, and childrens' stories interest the fiction readers in this library. Among the recent novels which are on display are "And Now Good-Bye", "Above Suspicion" and "Pied Piper".

The two librarians are kept busy with its children's corner and cataloguing of all the books. Almost all of the books in the Fiction Library have been catalogued.

HIGH SCHOOL LIBRARY 7-16

The high school library is used as a study hall during the day and as a library for both students and residents of the community in the evenings.

The interior is painted yellow with white book shelves. The painting was completed in September.

The five librarians working on shifts are always busy helping the students find reference materials from the Readers' Guide, the Pamphlet Files, and reference books. Half of the books in this library ~~are~~ now catalogued, most of the fiction and part of the non-fiction.

About 200 students use this library each study hall period, and colorful book-jacket displays of the popular books have added a great deal to the attractiveness of this library.

ELEMENTARY--PROFESSIONAL LIBRARY 1-14

The professional library is gradually becoming better known to teachers and administrators, and is being used more each day. The pamphlet file which has been started contains excellent material for both elementary and secondary teachers and also for administrators.

The elementary library contains children's books, both fiction and non-fiction. None of these books had been classified originally; but the two evacuee librarians, one of whom has had some library training, have now classified and catalogued about one-third of the books.

CHILDREN'S LIBRARY

Summer Reading Club

A summer reading club was organized for the children on July 15th and lasted until September 5th. Children who read five books or more of different types received red, yellow, or blue certificates. The following number received certificates:

Library 9-1-1	25
Library 31-15	23
Library 22-15	10
Library 12-20	18
Total	<u>76</u>

The children in the clubs ranged from the first through sixth grades. Those who worked for a red certificate read very easy material, those who worked for a yellow certificate read a little more difficult material, and those who worked for a blue certificate read material on a fourth, fifth, or sixth grade level.

Story Hour

Story hours were held twice a week at the Main Library at 22-15, and at the two children's libraries at 31-15 and 9-1-1. Elementary teachers volunteered to tell the stories.

Supervision

The children's work during the summer was supervised by Mrs. Alice Atwood of the elementary school.

Equipment

Two small children's branches were established during the summer in a classroom at 31-15 and one in the block leader's office at 9-1-1. Two evacuee girls worked full time in maintaining these libraries. Tables, chairs, and bookcases were secured for each of these branches and were painted with cream enamel and blue trim. The children's corner in 12-20 was painted in the same colors.

STATION LIBRARIES

A. Nursery--Kindergarten

1. Nursery-Kindergarten will have its own library of easy readers with Miss Schauland in charge, who will see to it that they are circulated among her staff.
2. At present she has 67 books (which have all been catalogued) assigned to her.
3. With change in personnel it has been impossible to trace old requisitions; Nursery-Kindergarten has agreed to turn in a new order-list of books which will be purchased for it through the library.

B. Hospital (Wards 3 and 4)

1. The hospital library has been changed from a station library to a branch.
2. Books sent to hospital will not be returned to general circulation as they are for the exclusive use of TB patients.
3. A permanent collection will be built up by designating a certain number of the purchased books to the hospital.
 - a. 143 volumes are assigned at present.
 - b. Preference has been expressed by patients for the latest books--best-sellers, both fiction and non-fiction.
 - c. Pocket-book editions ^{are} especially suitable in these wards.
 - d. A cupboard was placed in ward 3 where books may be shelved.
 - e. The librarian will attempt to visit as often as possible.
4. Circulation records will be dispensed with as no one is available to keep them.
5. It would be very nice if we could only secure Japanese books for the older men and women who are unable to read English.

C. Boy Scouts

1. Forty handbooks (merit badge series and BS Service library series) have been transferred from Community library to the Boy Scouts to be kept permanently at the Scout House, 27-20.
2. In the future the Education Dept. will send Boy Scout books directly to that organization.

D. Station 33

1. Station 33 was closed July 19, 1943 for the following reasons:
 - a. Low circulation.
 - b. Nearness to 22-15 and residents' willingness to walk to main library.

- c. Patronized mostly by children who can now use the special children's library at 31-15 or go to 22-15.

E. Station 36

1. Station 36 was closed September 17, 1943 for the following reasons:
 - a. Low circulation despite added publicity (posters).
 - b. More residents read Japanese than they do English and we are unable to supply them with Japanese books.
2. One copy of the "new book" list will be sent to 36-1-1 for use by residents of Blocks 35 and 36.

F. Fire Dept.

1. This station was closed August 24, 1943 with 3 books missing. Reasons for closing were:
 - a. Low circulation.
 - b. No records kept--books not signed for when checked out, definite date due not set.
 - c. Japanese books were demanded which could not be supplied because of shortage at the main library.
 - d. Conversely, English books were not in demand.

G. Police Dept.

1. This station library was closed August 23, 1943 with 6 books missing. The reasons for closing the station were:
 - a. Low circulation.
 - b. No records kept--no checking-out system.
 - c. Only Japanese books were desired by police staff; library was unable to fill request as policy of keeping all Japanese books at the main library is being followed.
 - d. The station no longer necessary--a collection of English and Japanese books were donated to police station to form their own separate library.

MANZANAR LIBRARY REPORT
JULY 1 - SEPTEMBER 30, 1943

ATTENDANCE AND CIRCULATION FIGURES

BRANCH	MONTH	ATTENDANCE	CIRCULATION							
			BOOKS							TOTALS
			ADULT		JUVENILE		PERIODICALS			
			FICTION	NON	JAP.	FICTION	NON	ENG.	JAP.	
			FICTION			FICTION				
22-15	JULY	5648	476	702	1602	1059	110	193	671	4813
12-20	"	2179	504			692		301		1417
7-16	"	698								524
1-14	"			34		265	447			746
Stations	"									338
TOTALS	JULY	<u>8525</u>								<u>7838</u>
22-15	AUG.	7496	473	658	1628	1143	52	146	623	4723
12-20	"	2618	476			690		373		1539
7-16	"	2765	446	788		326		10		1244
1-14	"			40		96	210	10		356
31-15	"	594				366	92	3		461
9-1-1	"	798				358	4	11		373
Stations	"									104
TOTALS	AUG.	<u>14271</u>								<u>8800</u>
22-15	SEPT.	8537	628	730	1726	1248	39	183	692	5246
12-20	"	2783	603			687		385		1675
7-16	"	1599	547	1230		554		366		2697
1-14	"	938		521		700	254	12		1487
31-15	"	411				320	65	24		409
9-1-1	"	485				271	34	2		307
Stations	"									77
TOTALS	SEPT.	<u>14753</u>								<u>11898</u>

22-15.....Main Library

7-16.....High School Library

31-15.....Children

12-20.....Fiction Library

1-14.....Elem. & Professional Library

Library

9-1-1,.... " "

CIRCULATION FIGURES FOR THE NON*FICTION

BRANCH	DATE	000 GEN'L WKS		100 PHILOSOPHY		200 RELIGION		300 SOCIOLOGY		400 LANGUAGE		500 SCIENCE	
		ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV
22-15	JULY	5		39		29	2	77	18	41	1	67	7
7-16	"	48		1				7		2		17	1
1-14	"	1	2	5			2	15	22	1	12		91
TOTAL	JULY	54	2	45		29	4	99	40	44	13	84	99
22-15	AUG.	1		42	2	12	6	58	7	19		64	1
7-16	"	402						60		4		39	
1-14	"					1		13	42			10	23
TOTAL	AUG.	403		42	2	13	6	131	49	23		113	24
22-15	SEPT.	2		32		19	1	54	7	42	1	71	5
7-16	"	774		12		4		40		16		49	
1-14	"			3				52	24	1			42
TOTAL	SEPT.	776		47	2	23	1	146	31	59	1	120	47
BRANCH	DATE	600 USEFUL ARTS		700 FINE ARTS		800 LITERATURE		900-909 930-999 HISTORY		910-919 TRAVEL		920-B BIOGRAPHY	
		ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV	ADULT	JUV
22-15	JULY	124	5	75	26	102	27	87	22	12		21	2
7-16	"	6		7		14		11		3		9	
1-14	"		12	9	16		24	71	6		13		1
TOTAL	JULY	130	17	91	42	116	51	99	28	15	13	30	3
22-15	AUG.	132	7	86	13	98	11	68	2	27	1	36	2
7-16	"	59		14		33		50				127	
1-14	"	1	19	5	34		3	2	668		4		1
TOTAL	AUG.	192	26	105	47	131	14	120	10	27	5	163	3
22-15	SEPT.	140	6	77	10	110	3	101	6	25	1	45	
7-16	"	47		16		57		90		12		75	
1-14	"	1	19	29	22	3	22		35	1	23		5
TOTAL	SEPT.	188	25	122	32	170	25	191	41	38	24	120	5

22-15.....Main Library

7-16.....High School Library

1-14.....Elementary & Professional Library

D. V. Carter
✓

LIBRARY NEWS

August 23, 1943

The following new books have been received by the Branch 7 Library at 7-16. The public is cordially invited to look them over and make selections.

Here is a list of some of the fiction:

Bitter Creek; Marching On; American Boy Sports stories; American Boy Adventure stories; Ocean Gold; The return of the Native; Jackhammer; Above Suspicion; The Spy; Now Voyager; Moment in Peking; Renni, the Rescuer; White Fang; With Malice toward None; The Gentleman from Indiana; and Little Orvie.

Some of the new non-fiction includes the following titles:

America's Treasure; Knute Rockne; The Story of Man and his Food; Railroad to Freedom; the Known Poems of Elizabeth and Robert Browning; Forty Famous Ships; Madam Curie; Heroes of the Kalevala; Literature and Life in America; The Romance of American Literature; Literature and Life, Book I and II; The last full measure; Water: Wealth or Waste; The Ordeal of Civilization; Encyclopedias on Plants and Animals; Millay's Poems; Stars to Steer By; The Story of Mankind; Wells' Outline of History; The Flying Tigers; and Marie Antoinette.

The # 7 Library at present is open to the public from 8:00 A.M. to 4:45 P.M., 6 to 10 P.M. daily, but closed all day on Sundays.

When the regular school session starts on the 13th of September, it will be open to the public only after school hours, in the evenings, and Sunday afternoons.

We now have a pamphlet file on Relocation. Those interested are asked to inquire about it at the desk.

August 25, 1943

Dr. Carter

1-4-3

Library News

The Main Library at 22-15 announces that they have received a large collection of new books for their patrons, including books for the young folks as well as for the adults.

The following lists some books that the "wee" ones will enjoy reading:

Dumbo of the Circus; Walter, the Lazy Mouse; Henners' Lydia; Thee! Hannah!; Gray Smoke; A Fish Story; Wee Bright O'Toole; Mike and His Neighbors; Honey on a Raft; Beppo the Donkey; Coco the Goat; Mr. Bug Goes to Town; Timothy's House; and the Reluctant Dragon.

For the Young People:

Don Strong of the Wolf Patrol; The Sea Wolf; The Heart of a Dog; American Boy Sea Stories; Paul Bunyan; The Swiss Family Robinson; Mistress Madcap; and Sergeant York and His People.

The following books for the grown-ups:

Non-Fiction:

Men Against Death; Why Keep Them Alive? The Story of Oriental Philosophy; The Epic of America; The Complete Dog Book; The Hurricane's Children; Little Known facts About Well Known People; Sergeant York and His People; Marie Antoinette; The Story of Science; The Story of Philosophy; Ancient Art; Modern Art; The Story of Art; Painting for Beginners; Punch and the War; The Standard Concert Guide; The Spirit of the Forms; A Peculiar Treasure; A Son of the Middle Border; Inside Europe; The Lady and the Panda; Country Editor; The March of the Barbarians; Seven Pillars of Wisdom; Poet's Handbook; and last, but not least, "Kenkyusha's" Japanese-English dictionary.

Fiction:

Inheritance; As the Earth Turns; The Murder of Roger Achroyd; The Citadel; Marie Chapdelaine; Four Favorite Books by Christopher Morley; Mrs. Miniver; Alice Adams; Penrod Jashber; and the Bridge of San Louis Rey.

For those interested in relocating, the #22 Library now has a pamphlet file with folders from different states and information sent out by the W. R. A. Please inquire at the desk.

STORY HOUR: For Children

Time: 6:30 to 7:30 P.M.

Days: Tuesdays and Thursdays every week.

Come! Bring your friends and listen to the Story-Teller.

Whole!

22-15

FIVE

Accession sheets already being made
here. Send us class. no. if convenient,
as we can do the work ourselves.

Librarian

Answered
11/18-42

WAR RELOCATION AUTHORITY

In reply, please refer to:

Ed. & Rec.



Agame Frank Return
SAN FRANCISCO, CALIFORNIA, OFFICE
WHITCOMB HOTEL BUILDING

NOV 4 1942

MEMORANDUM TO: Mr. Harvey M. Coverley, Acting Project Director
Manzanar War Relocation Project

ATTENTION: Dr. Genevieve Carter

SUBJECT: Lists of Library Books and Supplies

Enclosed are the completed lists of library books. You will note that there are four elementary lists. These are the additional ones we promised to send after receiving the prices from the publishers. The seventeen high school lists are complete. All of these lists may be ordered by the project directly from the companies indicated or if you wish to send the requisitions to us we will have the books purchased and charged to project funds.

Since we have not yet received the information from all projects to insure accurate, uniform accession sheets, the Library Consultants have suggested that they can list the classification number for each title and leave the choosing of subject headings and the making of accession sheets up to the projects. If you are ordering the complete lists and would rather have the accession sheets made here, please let us know at once.

The library supplies on the enclosed sheet are suggested as necessary items which the project libraries might order from the companies indicated. The quantities are based on the number of elementary and high schools on the project.

Several thousand book pockets will be shipped from San Francisco to each project within the next few days.

Robert E. Gibson

Robert E. Gibson
Assistant Director of
Education and Recreation

Enclosures
cc Project Librarian

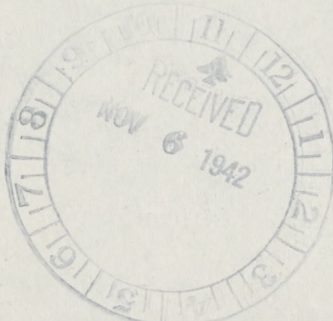


*3 enclosures
Retained by
Librarian 11-9-42*

*Assumed
11-18-42*

5428

RECORDED



WAR RELOCATION AUTHORITY

In reply, please refer to:

Ed. & Rec.

SAN FRANCISCO, CALIFORNIA, OFFICE
WHITCOMB HOTEL BUILDING

NOV 11 1942



MEMORANDUM TO: Mr. Solon T. Kimball, Acting Project Director
Manzanar Relocation Project

SUBJECT: Periodical Lists Suggested for Libraries

Enclosed is a copy of the covering letter concerning the magazines which our librarians have suggested for the various libraries on the projects. These prices are based upon each project's ordering subscriptions as recommended in this covering letter. Otherwise prices may not be the same. You may order these through your own procurement office if you find the lists satisfactory.

*Order sent in
AJ.
12-42*

Robert E. Gibson

Robert E. Gibson
Assistant Director of
Education and Recreation

Enclosure 7243

in Library file #



5817

Dr. Carter

March 10, 1944

THE HIGH SCHOOL AND THE LIBRARY

ORDERING OF BOOKS FOR THE LIBRARY

1. Consult the principal for textbook orders. The library is not concerned with textbooks. If a book is to be placed in the classroom only and not in the library, it is not a library book, but a textbook.
2. Often a teacher may feel that certain books should be purchased for the high school library. If a teacher wishes to order books for the library, he should obtain yellow order forms from Mr. Fox, fill out the slips and return them to Mr. Fox who will approve them and turn them over to the library office.
3. Help in ordering books.
 - a. The library office^{at 7-1-2} in the past six months has received a number of valuable subject catalogs. The librarians in the office will be glad to help you with back school and personal orders.
 - b. If you wish information on the author, title, publisher, date, or price of a book, that information can now be obtained in the library office.

STUDY HALL

During the day the students are to abide by the regulations of the study hall teachers. We have told the students that they may not use magazines for recreational reading during study hall unless they first obtain the permission of the study hall teacher. This regulation was made at the request of some of the teachers who found that students were running back and forth to the desk every few minutes to check out a different magazine just for the sake of a little exercise.

In the evenings whispering and moving around in the library should be kept at a minimum. Students who come for a social hour rather than to study should be dismissed from the library for the evening.

If the students have any questions regarding conduct or the checking out of material, they should be referred to one of the four copies of rules which are posted in the library.

MAGAZINES

Magazines may not be checked out of Library # 7 by the students, because they are an important source of reference material. The students, however, may use them for reference at any time in the library. If a teacher is having a unit on a certain phase of work where she needs magazines, she may borrow the magazines for a period loan and have them returned to the library at the end of the period.

CIRCULATION OF BOOKS AND PAMPHLETS

Students may check out new books for one week and old books for two weeks. Pamphlets may be checked out for four days. Reserved books may be kept out overnight only and must be returned by 8:15 the next morning.

Teachers may check out books and pamphlets for four weeks. This material may be renewed for another four weeks if it has not been requested by anyone else.

USE OF OTHER LIBRARIES

The teachers are encouraged to make use of the main library at 22-15, the fiction library at 12-20, and the elementary library at 1-14. The elementary books at 1-14 cannot be renewed because of such heavy demand by the elementary teachers. Professional books, however, may be renewed.

LIBRARY ASSIGNMENTS

If a teacher gives an assignment to one or more of his classes which needs supplementary library material, the teacher should approach the librarian several days ahead of time so that the material can be located in advance. This material should be put on an overnight reserve so that no one student keeps all of it for the duration of the assignment. A reserve shelf can be prepared for a teacher if he wishes.

Ruth Budd
Librarian

*Hygiene & Health
Miss Harford
working on list*



Hold
FILE
Original Subject
Against
Sept 23

SEP 29 1942

MEMORANDUM TO: Mr. Harvey M. Coverley, Acting Project Director
Manzanar War Relocation Project

ATTENTION: Dr. Genevieve Carter

SUBJECT: Library Books

I am sending you the lists of books for the elementary school libraries. These lists have been worked out by Miss Price and Miss Lanfear, Division Library Consultants, at the cost of considerable time and effort on their part. Additional lists are in process of preparation and will be forwarded to you as soon as we receive prices from the publishers.

It is recommended that these books on the enclosed lists be ordered on the following basis; two copies of each for Manzanar, Minidoka and Central Utah; three copies of each for Tule Lake and Gila River; and four copies for Colorado River, with a view to creating a well balanced library.

According to directions from Mr. Hall Stenz, we should have a request from you asking us to procure these books. Effective October 1st, Mr. Stenz has informed us, we can procure them here without going through the Office for Emergency Management. If you will send us your request for purchasing them and will return the lists, we will obtain them for you immediately.

Robert E. Gibson (SIGNED)
Assistant Director of
Education and Recreation

Enclosure

3533

STAFF RULES

1. Only the branch librarian may give orders and criticize work. Anyone who has any complaints to make should make them to the branch librarian who will take up any serious matters with the assistant or the head librarian. Cooperation among fellow workers is expected.
2. There is to be no gossiping about library staff members either among the staff or with outside people.
3. Order and quiet are to be maintained among the patrons in the library by library staff members.
4. There is to be no entertaining of friends at the charging desk or any place else in the library by staff members.
5. Staff members who are not on duty must stay away from the library unless they need to use the library for study. Those who are not on duty must not come to visit those who are on duty.
6. Staff members should be quiet at all times in the library talking in low tones only and walking quietly.
7. Anyone who plans to resign must give at least a week's notice.
8. The full time for which a person is being paid should be put in by that person.

JOB ANALYSIS
LIBRARY

ATTENDANTS

1. Clean libraries once daily.
 - a. Dust windows and sills.
 - b. Dust all furniture.
 - c. Water and clear floor of all debris.
 - d. Empty pencil sharpener and waste baskets
2. Keep library grounds clean
3. Wash windows once a month
4. Tend plants
5. Run errands
6. Assist in simple library procedures

LIBRARIES

1. General duties

a. main office

- 1.) Accessioning and discarding
- 2.) Taking care of orders received
- 3.) Notifying teachers of new books
- 4.) Helping with requisitions
- 5.) Checking in new periodicals
- 6.) Helping with correspondence
- 7.) Cataloguing
- 8.) Process books -- letter, mend, make circulation cards

b. At the libraries

- 1.) Shelf books and magazines
Shelve correctly
Dust
Straighten up shelves several times a day
- 2.) Work with public
Charge and receive books
Answer questions
Assist in finding material
Maintain order
- 3.) Record activity
Arrange circulation slips every morning
recording circulation
Record all activity in journal
- 4.) Catalog the old books
- 5.) Help with special tasks such as the weeding out of old books

2. Special Duties

- A. The children's librarian at #22

- 1.) Keep order in children's corner maintaining discipline and seeing that the children keep the book in order.
- 2.) Straighten up the children's corner several times a day.
- 3.) Help the children with their studies
- 4.) Arrange attraction displays in the windows.
- 5.) Plan special children's activities.

b. Librarian in charge of inter-library loans #22

1.) State Library books

- a.) Take requests
- b.) Send in requests
- c.) Keep an accurate file of all state books borrowed by the library
- d.) Send back the books when due

2.) Loans from other libraries

- a.) Keep an accurate record file of all books borrowed
- b.) Keep a card file of every book that comes and from what library it comes
- c.) Keep in close touch with the stations' and branch librarians keeping an accurate record of every inter-library book that goes to a station or branch so that it is easy to tell what branch or station the books are at.

c. Periodicals librarian at #22, #7, and #12

- 1.) Keep the current and only the current magazines on display
- 2.) Arrange the old magazines according to title in chronological order where they are more than a year old.
- 3.) Arrange the magazines less than a year old in piles according to title

d. Overdues librarian at #22, #7, #12

- 1.) Send out overdues for each book more than 3 days overdue.
- 2.) If book doesn't come back, send three notices, one every three days.
- 3.) If book doesn't come back three days after the last notice, put the borrower on the delinquent list.
- 4.) Call on all persons on the delinquent list once every two weeks

- 5.) The overdue librarian at #12 will get a list of the delinquents from the stations librarian putting them on her own delinquent list

e. Librarian in charge of displays

- 1.) Print signs
- 2.) Post newspaper and magazine articles of interest
- 3.) Find places for display
- 4.) Collect things from art and visual aid centers
- 5.) Give special attention to holidays

LIBRARIAN IN CHARGE OF STATIONS -- at main office

1. Select books from the main library for each station
2. Change the books once a month
3. Arrange and insist upon uniform "date due" systems and circulation figures being kept at each station
4. Visit the stations once a week, noting the condition of books and shelving
5. Note the type of books which circulate, and the type of books which are wanted
6. Keep in close touch with the inter-library loan librarian concerning records to be kept of inter-library loan books.

BRANCH LIBRARIANS

1. Supervise and take part in library activities

- 7 a. Keep awake to needs of public and bring suggestions for improvement of service to weekly staff meetings
- b. Keep in touch with main library

2. Direct branch personnel

- a. Arrange time schedule -- letting no one "trade" shifts without your approval
- b. See that full time is put in by each person
- c. Maintain staff discipline

- 1.) Prevent unnecessary conversation and visiting with friends among the staff
- 2.) See that the library is kept open its full scheduled time.
- 3.) Prevent other members of staff from directing each other in their work. Directions must come only from the branch librarian.

3. Arrange hall schedule providing for maximum use of hall by classes and other interest groups
4. Make weekly report of attendance and circulation, not-

- ing specific requests for special types of materials or services
5. Keep inventory of all equipment and make requests for additional materials.
 6. Take part in general library work and supervise the specific duties of each person under you.

ASSISTANT DIRECTOR OF LIBRARIES

1. Act as supervisor of the branches and stations -- visit branches at least once a week, and stations twice a month, discussing their problems and supervising their work.
2. Assist with special problems
3. Take requests for supplies and distribute when received at library
4. Keep statistics for the entire library
5. Take care of special surveys
6. Classify books
7. Supervise the cataloguing -- revise cards
8. Supervise the schedules
9. Assist director in carrying out work

DIRECTOR OF LIBRARIES

1. Make up book orders and assist public and education department in purchase of books.
2. Maintain close relations with education department, giving time for conferences and meetings.
3. Make requisitions and distribute supplies
4. Attend to correspondence
5. Classify books
6. Oversee the branches and stations once a month
7. Conduct staff meetings
8. Conduct in-service training courses
9. Train replacements
10. Check classification and cataloguing
11. Oversee the elementary and professional libraries.

Library meeting

For the purpose of clarifying the process of requisitioning and cataloging books, a meeting was called to order at 4:14 p.m. at 7-1-1. Dr. Strong acted as chairman. Those present were Miss Budd, Mr. High, Miss Potts, Mr. McGavern, Miss Moxley, Dr. Strong, Lily Aoki, and Mas Masuda.

Dr. Strong opened the discussion with the question, "What are the steps in the requisitioning of books?" After considerable discussion the following points were set down in answer to this question:

1. Initiation of book order or requisition.
2. Preparation of requisition.
3. Getting the proper Educational number for the requisition.
4. Getting the proper signature of approval.
5. Property Control must assign a number.
6. Mrs. Adams' signature must be obtained.
7. It goes to Mr. Hooper for approval, and
8. It then goes to the Procurement office for approval.

It was agreed that books that are to be accessioned by the library are to be placed in the library, and Miss Budd must approve such a requisition. Books that are ordered for personal use should not be accessioned nor kept in the library. Textbooks are to be marked with a "T" and a number at the Education Department's warehouse, and the library is not responsible for them. It will be noted, therefore, that we are concerned with three groups of books: those for which the library is responsible, personal books, and textbooks.

Miss Budd complained that "there are many books in the library that have never been accessioned and some of these are being claimed by more than one individual. This results in embarrassment at times for us.

"We should have the name of the book, the author, the date the book was published, price, and publisher. If we have these data, books will be recorded properly. Unless we have this complete record we can't help but make mistakes."

The chairman then asked the question, "What happens if the company can't furnish all or part of an order?" The answer seems to be that notification is sent out by the Procurement office if certain items cannot be purchased.

"If the books do arrive what happens to them?" was the next question asked by the chairman. The following steps on tallying of books were discussed:

1. A statement arrives with the books from the company at the Property Control (warehouse No. 1)

2. From the company's statement, Property Control makes duplicate shipping tickets and sends one to the education warehouse.
3. It is then sent to the Business Office by the warehouse. The Purchase Order No. on the shipping ticket is checked against the Purchase Order No. on record at the Business Office. Shipping ticket is filed at the Business Office.
4. A Tally Sheet Incoming is later sent by the Property Control to the Business Office thru Dr. Carter's Office as proof of delivery.
5. The Business Office then sends the book to the principal requesting it or notifies principals that books are waiting in the warehouse.
6. If library books, the Business Office sends them to Miss Budd's office for accessioning and distribution to branch libraries.
7. If any books are to be used for personal use, they are checked and sent to him through the business office.
8. The party that receives the books, then, is to be responsible for them.

"Even yet," said Mr. High, "we have very poor records of most of the books now in use. When school finally started, books were 'dumped' on us so fast it was impossible to make records of them."

"Things are, therefore, still in a chaotic condition as regards responsibility of books," said Mrs. McGovern. "We are doing the best to straighten out that condition. Practically no records of those early textbooks were available from the receiving warehouse. But we have made records of them and are now able to obtain the requested book on a desired subject."

It was agreed that such work-books, magazines and pamphlets as "Our Modern World," "Tomorrow's Horizon," "The Scholastics," and "Current Events," were expendables. And after most effective, possible use were made of them no one should be held responsible for their return.

A definite educational fund will be set aside as library budget for the ensuing year.

The meeting was adjourned at 5:15 p.m.

Respectfully submitted,

Kay Kurose
Secretary, Adult Education

RULES FOR TYPING CATALOG CARDS

Library Bulletin #4
July 16, 1943

940 S24	Seller, Robert Edward. European history. N.Y., Scrib- ner, 1942.
------------	--

SPACING

1. Leave two spaces at the top of the catalog card.
2. The Dewey Number is over at the left end of the card.
3. The author's name should be indented eight spaces.
4. The title, joint author, and the subject are always indented twelve spaces from the left of the card.
5. Leave three spaces between the title and the place of publication. Notice on the example above that three spaces are left between the title and Y.Y.
6. Leave one space between the place of publication, the publisher and the date.
7. No margin is left on the right hand side of the card.

PUNCTUATION

1. The author's name is always capitalized. The last name of the author comes first. It is followed by a comma. His other names or initials follow. A period comes at the end of the name.
2. Only the first word of the title is capitalized. No other word in the title is capitalized unless it is a proper noun such as the name of a place or a person.
3. Capitalize the name of the place of publication and the publishing company.

4. A period comes after the author's name. A period follows the title. A period follows the date.
5. A comma comes between the place of publication, the publisher, and the date.

MISCELLANEOUS RULES

1. Only one name should be used for the publisher. If Charles's Scribner's Sons appears on the title page, write only the word Scribner on the catalog card. If the words, Macmillan Company appear on the title page, write only the word Macmillan on the card. To save space, such words as "sons," "company," and the street address of the company are omitted.
2. The subject on a subject catalog card is underlined and followed by a period. For example.

940	<u>Europe--History.</u>	
824	Seller, Robert Edward.	
	European history.	N.Y., Scribner,
	1942.	

Subject Card

Other Examples of catalog cards.

940	European history.	
824	Seller, Robert Edward.	
	European history.	N.Y., Scribner,
	1942.	

Title Card

1. Editors

If there is an editor for a book instead of an author,
the card is made in the following way:

821.08 Untermyer, Louis, ed.
U22 A collection of British and American
 poetry, edited by Louis Untermyer.
 N.Y., MacMillan, 1942.

2. Compilers

If there is a compiler for a book instead of an author,
the card is made in the following way:

822.08 Norris, Franklin, comp.
N51 Twentieth century plays, compiled
 by Franklin Norris. N.Y., Viking,
 1940.

3. Joint authors

Sometimes there is more than one author for a book. In that case cards are made for both authors. The second author's name is indented on the second author card.

790
J41

Johnson, Paul.
The game book, by Paul Johnson and
Eileen Martin. Boston, Houghton, 1939.

1. Martin, Eileen, jt. author.
11. Title.

The first author card

On back of card

790

Martin, Eileen, jt. author.
Johnson, Paul.
The game book, by Paul Johnson and
Eileen Martin. Boston, Houghton, 1939.

The second author card

ANALYTIC CARDS

Analytic cards are made for parts of books especially for collections of plays, short stories and biographies of different persons. There are three kinds of analytic cards - author, title and subject.

Barton, Edwin, ed.
Best short stories.
N.Y., Macmillan, 1940.

Contents. - Rip Van
Winkle, by W. Irving, -
The baker's dozen, by E.
Davis. - The gold bug, by
Edgar Allen Poe.

I. Author and title anal.
I. Title.

Regular author card

Poe, Edgar Allan.
Barton, Edwin, ed.
The gold bug, by Ed-
gar Allan Poe. (In Bar-
ton, E. Best short stories
1940. p. 9-30)

The gold bug.
Barton, Edwin, ed.
The gold bug by Edgar
Allan Poe. (In Barton, E.
Best short stories. 1940.
p. 9-30)

Auth or analytic

Title analysis

920
L22

Morton, Ralph.
American leaders.
N.Y., Scribner, 1939.

920
L22

Lincoln, Abraham, 1809
1865.
Morton, Ralph.
The liberator. (In
Morton, R. American leaders
1939. p. 60-70)

Regular author card

A subject analytic

FILING RULES

1. File all cards together alphabetically by what is written on the top line.
2. The words or articles "a", "an", and "the" are ignored whenever they appear as the first word.
3. If an author's last name is written as two words like De Maupassant or Van Dyke, file it as if it were all written as one word.
4. File all abbreviations as if they were written out. Example:

Dr.	Doctor
Mr.	Mister
St.	Saint
Mrs.	Mistress

5. File numbers as if written out:

26 Plays	as	Twenty-six plays
----------	----	------------------

6. File a name Mc as if written Mac:

McCormick should be filed as if written MacCormick

7. When two last names are alike go by first names:

Smith; Allen
Smith; Charles

8. When a person appears as an author and a subject, his name as author comes first.

Adams, James Truslow.
The epic of America.

Adams, James Truslow.
Bordon, Ralph.
The life of John T.
Ada ms.

9. When an author has written more than one book, arrange the cards under his name by title.

Johnson, Robert.
Out-of-doors in Texas.

Johnson, Robert.
Practical farming.

I

II

10. When the top word is the same on a number of cards arrange them in the following order:

Wood, and steel.

Wood, Hard.

Wood -- Manufacture of.

Wood.

Wood, Robert.
Games.

11. Arrange dates chronologically.

1. U.S. -- History -- Revolution
2. U.S. -- History -- 1783-1865
3. U.S. -- History -- 1815-1861

PART I

1. At least four cards are usually needed for each book:
 a. _____ b. _____ c. _____ d. _____
2. On the catalog card the following information can be found about each book:
 a. _____ c/ _____ e. _____
 b. _____ d. _____ f. _____
3. Our shelf list card at Manzanar contains additional information about each book:
 a. _____ c. _____ e. _____
 b. _____ d. _____
4. On the back of the author card two things are usually written:
 a. _____ b. _____
5. When we make an author, title, or subject card for part of a book, that card is called an _____ card.

PART II

TRUE - FALSE
 (Mark + if true and 0 if false)

- ___ 1. The shelf list card gives purchasing information such as date of purchase and price.
- ___ 2. There is sometimes more than one subject card for a book.
- ___ 3. There is always at least one subject card for every book.
- ___ 4. There is always a shelf list card for every book.
- ___ 5. Analytic cards are made for all books.
- ___ 6. Two spaces are left at the top of a catalog card.
- ___ 7. The Dewey number appears at the extreme right hand side of the card.
- ___ 8. A wide margin is left on the right hand side of the card.
- ___ 9. The author's name is indented eight spaces.
- ___ 10. The title is indented twelve spaces.

- ___ 11. One space is left between the place of publication, the publisher, and the date.
- ___ 12. All of the words of the title are capitalized.
- ___ 13. The title on the title card is underlined.
- ___ 14. In filing, all abbreviations are filed as if they were written out.
- ___ 15. Numbers are filed as if they were written out.
- ___ 16. In order to find a book by a certain author you should look under the author's first name.
- ___ 17. The name MacCormick should be filed as if written McCormick.

PART III

Mark a 1 for the phrase which would come first, a 2 for the phrase which would come second and so on.

- | | |
|------------------------|--------------------------|
| ___ The Barrett family | ___ A tale of two cities |
| ___ Barrett, Robert | ___ Animals all |
| ___ St. Paul's life | ___ McDonald, Arthur |
| ___ Sewing for girls | ___ Hobbies |
| ___ 6 plays | ___ Machinists at work |

PART IV

JJ Potter, Beatrix.
 Peter Rabbit. N.Y.,
 Day, 1940.

56312. 6/12/43 2121 #12 1.00

JJ Rabbits--Stories.
 Potter, Beatrix.
 Peter Rabbit. N.Y.,
 Day, 1940/

JJ Peter Rabbit.
 Potter, Beatrix.
 Peter Rabbit. N.Y.,
 Day, 1940.

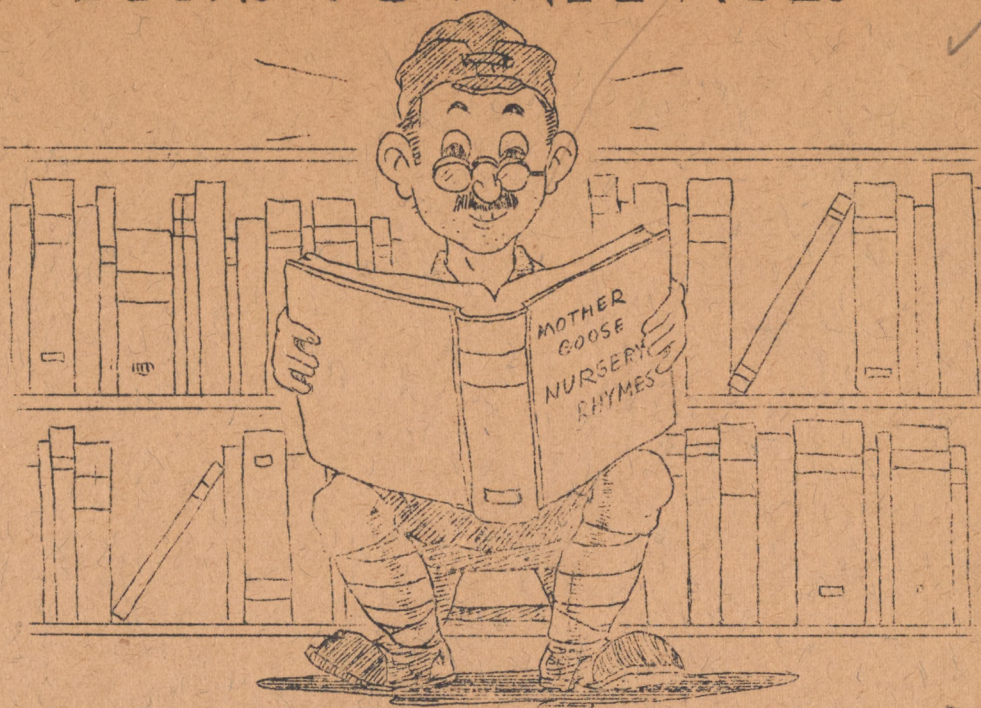
JJ Potter, Beatrix.
 Peter Rabbit. N.Y.?
 Day, 1940.

Rip van Winkle.
Irving, Washington.
Rip van Winkle, by
Washington Irving. (In
Barton, E. Best short
stories. 1940. p.19-30).

Label each card with ~~eee~~ one of
the following:

author card
title card
shelf list card
subject card
analytic card

BOOKS FOR ALL AGES



Schedule of Libraries

22-15.....	Mon. thru Sat.
fiction	9 a.m. to 12 a.m.
non-fiction	1 p.m. to 5 p.m.
best sellers	6:30 p.m. to 10 p.m.
good magazines	Sun.
	1 p.m. to 5 p.m.
	6:30 p.m. to 10 p.m.
Mess hall #7.....	school hours (closed to public)
high school and	
junior college books	8 a.m. to 4:30 p.m.
	6 p.m. to 10 p.m.
	Sun.
	1 p.m. to 5 p.m.
Ironing room #12.....	Mon. thru Fri.
good fiction	9 a.m. to 12 a.m.
	1 p.m. to 5 p.m.
	6 p.m. to 10 p.m.
	Saturday
	9 a.m. to 12 a.m.
	1 p.m. to 5 p.m.

DON'T BUY! BORROW! COME TO THE LIBRARY!

WAR RELOCATION AUTHORITY

WASHINGTON

Ralph P. Merritt
Mary Ann
Dr. Strong
L. Petur

JUN 9 1943

TO PROJECT DIRECTORS ✓

Attention: Chief of Community Services

The attached statement on library service contains recommendations designed to effectuate programs at each of our relocation centers. It should be used as a guide in fixing responsibility and establishing the necessary procedures to guarantee minimum school library service and minimum community library service at each of our centers.

The 1944 budget has authorized the appointment of a trained librarian for each of our centers. You will note that the librarian is to be an experienced graduate of a recognized and fully accredited library school.

John H. Provinse

John H. Provinse, Chief
Community Services Division

cc: Superintendent of Education
Community Activities Supervisor

20412



WAR RELOCATION AUTHORITY

WASHINGTON

JUN 8 1943

TO DIRECTOR, RELOCATION

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John H. Lawrence

John H. Lawrence, Chief
Community Services Division

cc: Superintendent of Washington
Community Activities Supervisor



Ralph P. Merritt
Morgan

WAR RELOCATION AUTHORITY

WASHINGTON, D.C.

LIBRARY SERVICE AT RELOCATION CENTERS

FOREWARD

The method of operating school and community libraries has varied from center to center as WRA has progressed. In some instances Community Activities initiated and is currently operating the community library. At other centers a trained librarian on the Education staff has exercised general supervision over both school and community libraries.

The purpose of the recommendations which follow is to answer questions which have been raised from time to time concerning library operations and suggest a means whereby the following objectives may be achieved:

- A. Library service for both school and community under trained supervision.
- B. Establishment of a library board of evacuee representatives with responsibility for community library policy.
- C. Space, staff and suitable supplies to maintain adequate library service for a population of project size.
- D. Optimum use of library facilities for stimulation of education, leisure time reading for school children, youth and adults, and promotion of relocation.

1. Each center should have a trained librarian, Junior Professional Assistant Grade, at a salary of \$2000 per annum. She should be an experienced graduate of a recognized library school. The trained librarian should be on the staff of the Superintendent of Education and responsible to him for all matters concerning school library policy.

2. In general, the technical supervision of the community library should be under the trained librarian. In special instances, where the project director believes the community's interest will be better served by another arrangement, separate responsibility for the direction of the community library may be assigned. Even in such instances, however, the advisory services of the trained librarian should be utilized.

3. Policy-making for matters relating to the community library should be the responsibility of an evacuee library board to be named by the Community Council or otherwise representatively selected. It is recommended that the Chief of Community Management or his designated representative(s) (e.g., Community Activities Supervisor and/or Night School Superintendent) be ex officio members of the library board. It is also suggested that a member of the Relocation Guidance Committee be designated to work in close liaison with the library board. Among other things, the library board should:

- a. determine the location of branches of the community library.
- b. approve or disapprove recommendations of the trained librarian for purchase of new books for the community library.
- c. allocate to school and community libraries all books received by donation or gift.

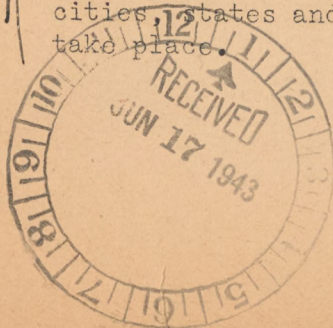
4. Apart from the trained librarian, all school and community library employees should be recruited from the evacuee population. Sufficient staff should be assigned to do the necessary accessioning, circulation, readers' advisory service, book repair, and other work essential for the provision of adequate library service. The trained librarian should instruct and supervise library assistants and prescribe and direct the general plan of library operation.

5. It is recommended that a union catalog be maintained for the school and community libraries. Each library should accession its own books with the union catalog maintained in both places by the exchange of duplicate cards between the two libraries.

6. Each school at the center should have its own library.

7. Branches of the Community Library should be housed separately from the school library. Such branches or stations should be at points within the project which are readily accessible to all residents. Adequate library service should be afforded to the hospital.

8. In conjunction with the Community Library, but in a separate location if it appears desirable, there should be a relocation library with suitable material concerning all phases of life in the United States. A set of the WPA Federal Guide books should be part of the collection on hand, together with available data, including maps, concerning the population, area, climate, agriculture, industries, social aspects, and other features of life in the cities, states and regions in which relocation of evacuees is likely to take place.



9. The school and community libraries should be equipped with suitable shelving, appropriate reading tables and chairs, adequate lighting, typewriters, card catalogs, and other essential library supplies. The WRA budget for 1944 earmarks the sum of \$1000 at each center for such provisioning.

10. A book repair shop should be instituted at the center with adequate staff and materials. It should be the function of this shop to keep school and community library books and school text books in a proper state of repair.

11. Community library service should be available at evening hours and also at suitable hours on Saturday and Sunday.

12. A rental library may be operated within the framework of the community library. In such case, recent fiction, mystery novels and other volumes for which the temporal demand exceeds what can be justified in regular library book purchases may be ordered and paid for by Consumer Enterprises. The rental shelf should be in the community library only and should be serviced by the regular branch librarian, at no expense to Consumer Enterprises beyond the original purchase of the books. Such books should be regularly catalogued with the rest of the library collection. As their vogue as rental books comes to an end, they may be acquired from Community Enterprises by the project library on a gift or purchase basis. As an alternate method of financing such book purchases, an independent book cooperative may be established.

13. The center libraries should establish contact and maintain relationship with other public and university libraries, the American Library Association, and church and other groups, with the object of improving school and community library service and furthering the relocation of library staff trained at the center.

14. The libraries should carry on promotional and educational work within the project by special exhibits, record concerts, film showings, preparation of book reviews, story telling for children, and in all other suitable ways.

15. All books in the Japanese language which are not the personal property of individuals should be included in the community library's circulating stack on exactly the same basis as any other books in the library collection. Although use of the English language should be encouraged, these books should be available for use of the residents who are not literate in the English language.

A list of all books and other reading materials in the Japanese language should be prepared in triplicate by the trained librarian, giving the title and author in each case. One copy of this list should be filed with the project director, a second should be sent to the Director in Washington, and the third should remain in the library's records.

The project director, in such manner as he sees fit, should be assured that the Japanese books in the library collection are free from subversive content.

June 8, 1943



CHECK OUT SLIP

Date:

Department:

Material and apparatus:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signature _____

Form 768

CHECK OUT SLIP

Date:

Department:

Material and apparatus:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signature _____

Form 768

CHECK OUT SLIP

Date:

Department:

Material and apparatus:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signature _____

Form 768

CHECK OUT SLIP

Date:

Department:

Material and Apparatus:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signature _____

Form 768

OVERDUE NOTICE

Date_____

Our records show that you have the above book which was due
on_____

There is a charge of 1¢ each day on each book kept overtime.
To avoid further accumulation of fines, we suggest that this
matter be given prompt attention.

If you believe this to be an error, please return this notice
to the library so that correction may be made.

MANZANAR LIBRARY
per_____

OVERDUE NOTICE

Date_____

Our records show that you have the above book which was due
on_____

There is a charge of 1¢ each day on each book kept overtime.
To avoid further accumulation of fines, we suggest that this
matter be given prompt attention.

If you believe this to be an error, please return this notice
to the library so that correction may be made.

MANZANAR LIBRARY
per_____

D. N. Carter

THE FOLLWING NEW BOOKS HAVE ARRIVED!

ARTS AND CRAFTS

<u>Dewey No.</u>	<u>Author</u>	<u>Title</u>	<u>Library</u>
1. 372.5	Griffith, I.	Woodwork for Beginners	1-14
2. 680	Klinefelter, L.M.	Bookbinding Made Easy	7-16
3. 684	Rothman, M.	Build It Yourself	22-15
4. 731	Gaba, L.	On Soap Sculpture	22-15
5. R731.42	Jagger, S.	Modelling and Sculpture In The Making	22-15
6. 759.949	Gogh, V.	Paintings and Drawings	22-15

MUSIC DEPARTMENT

1. 780	Copland, A.	What To Listen For In Music	7-16
2. J782	Dike, H.	Stories From The Great Metropolitan Operas	22-15 7-16
3. J784	Lyons, J.H.	Stories of Our American Patriotic Songs	7-16 22-15
4. J784.4	Carmer, C.	America Sings	22-15

ENGLISH DEPARTMENT

1. 425	Hugon, P.D.	Morrow's Word-Finder	7-16
2. 425	Kittredge, G.L.	An Advanced English Gram- mar	22-15
3. 810.9	Trent, W.P.	Cambridge History of American Literature	7-16
4. 811	Benet, R.&S.	A Book of Americans	7-16
5. 811	Dickinson, E.	Poems for youth	7-16
6. J811	Field, R.	Taxis and Toadstools	22-15
7. 811.5	Borland, H.	America Is Americans	22-15
8. 812.08	Shay, F.	Appleton Book of Holiday	17-16
9. 812.5	Wilder, T.	The Skkn of Our Teeth	7-16
10. 817	White, E. B.	A Subtreasury of American Humor	22-15
11. 821	Chaucer, G.	The Canterbury Tales	7-16
12. J821	De La Mare, W.	Peacock Pie	22-15

SOCIAL SCIENCE DEPARTMENT

1. 321.04	Adamic, L.	Two-Way Passage	22-15
2. 321.8	Bryson, L.	Science, Philosophy and Religion	22-15
3. 327.73	Fish, C. R.	American Diplomacy	22-15
4. 327.739	Childs, J. L.	America, Russia and The Communist Party In the Postwar World	22-15 7-16
5. 330.9	Bogart, E.L.	Economic History of the American People	7-16
6. 332.4	Majer, F.	Our Country's Money	7-16

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7.	339.4	Trilling, M.B.	When You Buy	7-16
8.	353	Patterson, C.F.	American National Govern- ment	22-15
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10.	355.34	Shea, N.	The Wacs	7-16
11.	359	Finger, C.J.	Our Navy	7-16
12.	368	Beveridge, W.	Social Insurance and Allied Services	7-16
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14.	396.062	Downs, E.	Let's Make Plans	22-15
15.	917.3	Cohn, D.L.	Love in America	22-15

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1.	J914.6	Peck, A.M.	Spain in Europe and America	7-16
2.	914.71	Rothery, A.	Finland, The New Nation	22-15
3.	914.83	Chevalier, R.	Wandering Monday	22-15
4.	J914.95	Marden, P.S.	Greece and the Aegean Islands	7-16
5.	J915	Carpenter, F.G.	Asia	7-16
6.	915.1	Hazlitt, W.	Hue and Gabet, Travels In Tartary, Tibet and China	22-15
7.	J915.2	Shioya, S.	When I Was A Boy In Japan	22-15
8.	917.3	Cohn, D.L.	Love In America	22-15
9.	917.94	Older, F.	California Missions and Their Romances	22-15
10.	917.9487	Jaeger, E.C.	The California Deserts	22-15
11.	917.98	Colby, M.	A Guide to Alaska	22-15
12.	J917.98	Gillham, C.E.	Beyond the Clapping Mountains	22-15
13.	J917.98	Stefansson, E.	Here is Alaska	7-16
14.	919.8	Stefansson, E.	Greenland	22-15

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1.	J938		Stories of Greece and Rome	22-15
2.	940.38	Robinson, J.H.	History of Europe, Our Own Times	7-16
3.	940.53	Angell, N.	Let the People Know	22-15
4.	940.53	Willkie, W.L.	One World	22-15
5.	940.5314	Culbertson, L.	Summary of the World Federation Plan	7-16
6.	940.531	Parkes, H.B.	The World After The War	22-15
7.	940.5352	Grew, J.C.	Report From Tokyo	22-15
8.	940.549	Brown, F.	The War In Maps	22-15
9.	071	Skinner, C.L.	Beaver, Kings, and Cabins	7-16
10.	J973	Freeland, G.E.	America's Progress In Civilization	22-15
11.	973.5	Sabin, E. L.	Adventuring With Carson and Fremont	22-15
12.	978	DeVeto, B.	The Year of Decision, 1846	22-15

13.	978	Riegel, R.E.	America Moves West	22-15
14.	J980	Goetz, D.	Half a Hemisphere	7-16
15.	994	Grattan, C. H.	Introducing Australia	22-15

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1.	537	Yates, R.F.	A Boy and a Battery	22-15
2.	J550	Lucas, J.M.	The Earth Changes	22-15
3.	560	Fenton, C.L.	The World of Fossils	7-16
4.	578	Yates, R.F.	Exploring With The Mi- croscope	7-16
5.	J595.7	Bronson, W.S.	The Wonder World of Ants	22-15
6.	J598	Kane, H.B.	The Tale of the Crow	22-15
7.	J614	Burkard, W.E.	Health Stories and Practice	1-14
8.	621.3	Coburn, W.E.	High School Electricity Manual	7-16
9.	621.9	Collins, F.A.	The Amateur Machinist	7-17
10.	629.13	Fraser, C.		
11.	629.13	Hergberg, M.J.	Happy Landings	7-16
12.	629.13	Jordanoff, A.	Through the Overcast	7-16

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1.	339.4	Trilling, M.B.	When You Buy	7-16
2.	649	Talbot, N.A.	Practical Problems in Home Life For Boys and Girls	7-16
3.	640	Trilling, M.B.	A Girl's Problems In Home Economics	7-16

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1.	425	Allen, E.	How to Write and Speak Effective English	22-15
2.	814.5	Erskine, J.	The Complete Life	22-15
3.	820.8	Reed, C.	Ten Days That Shook The World	22-15
4.	425	Ball, F. K.	Constructive English	7-16
5.	808	Appel, F. S.	Write What You Mean	7-16
6.	808.8	Ansorge, E.	Prose and Poetry for Appreciation	7-16
7.	808.8	Ansorge, E.	Prose and Poetry for Enjoyment	7-16
8.	808.8	Ansorge, E.	Prose and Poetry for America	7-16
9.	808.8	Greer, M.	Prose and Poetry Adventures	7-16
10.	808.8	Greer, M.	Prose and Poetry Journeys	7-16
11.	822.3	Shakespeare, W.	Complete Works of William Shakespeare	7-16
12.	824.08		There Were Giants In The Land	7-16

MUSIC DEPARTMENT

1.	780.3	Hughes, R.	Music Lovers' Encyclopedia	22-15
2.	780	Bernstein, M.	An Introduction To Music	7-16

SOCIAL SCIENCE DEPARTMENT

1.	309.1	Adamic, L.	My America	22-15
2.	332.4	Woodward, D. B.	A Primer of Money	22-15
3.	338.1	McCune, W.	The Farm Bloc	22-15
4.	J352.2	Floherly, J.	Police!	22-15
5.	352.94	Woeliner, F. P.	How We Govern	22-15
6.	J383	Hall, Charles	The Mail Comes Through	22-15
7.	330.973	Bogart, E.	Economic History of the American People	7-16
8.	J332.4	Foster, C.	This Rich World	7-16
9.	342.73	Maurer, R.	The Constitution of the U.S.	7-16

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1.	J909	Van Loon, H. W.	Ancient Man	22-15
2.	J910	Atwood, W.	Visits In Outer Lands	22-15
3.	J910.9	Lucas, M.S.	Vast Horizons	22-15
4.	914.2	Barker, E.	Britain And The British People	22-15
5.	914.2	Chase, M. E.	This England	22-15
6.	J914.4	Peck, Anne M.	France, Crossroads of Europe	22-15
7.	917.3	Mueldern, H. R.	Years Of This Land	22-15
8.	917.44	W.P.A. Writers	Project	
			Massachusetts	22-15
9.	917.46	W.P.A.	Connecticut	22-15
10.	917.48	W.P.A.	Pennsylvania	22-15
11.	917.49	W.P.A.	New Jersey	22-15
12.	917.51	W.P.A.	Delaware	22-15
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15.	917.74	W.P.A.	Michigan	22-15
16.	917.75	W.P.A.	Wisconsin	22-15
17.	917.76	W.P.A.	Minnesota	22-15
18.	917.77	W.P.A.	Iowa	22-15
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20.	917.82	W.P.A.	Nebraska	22-15

21.	919.3	Mytinger, C.	Headhunting In The Solomon Islands	22-15
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1.	940.5	Sheean, V.	Not Peace But A Sword	22-15
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4.	940.544	White, W. L.	Queens Die Proudly	22-15
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5.	940.544	Wordell, M. T.	"Wildcats" Over Casablanca	22-15
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4.	595.7	Bradley, J. C.	Insect Life	22-15
5.	614	Bigelow, M. A.	Health For Every Day	22-15
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6.	616.975	Hart, A. L.	These Mysterious Rays	22-15
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9.	505.8	Ratcliff, J.	Science Yearbook of 1943	7-16
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11.	612.6	Strain, F.	Sex Guidance In Family Life	7-16
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1.	137	Richmond, W. V.	Making the Most of Your Personality	22-15
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2.	179.6	Overstreet, B. W.	Courage For Crises	22-15
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