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TANFORAN
NURSERY SCHOOL DEPT.

THE PRE-SCHOOL PROGRAM AT TANFORAN

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INTRODUCTION

During our four months stay here at the Tanforan Assembly Center, we have had many interesting and unique experiences. Among them, the task of setting up the Pre-School Program has been, to us, one of the most stimulating and worthwhile. Faced with such a responsibility, we were thrilled at this opportunity to put into practice our previous training in the field and at the same time felt a little at a loss as to our adequacies. However, constantly encouraged and guided by our kind and understanding professor, Dr. Wagoner of Mills College, we have tried to do all we can in this work. We were also challenged by the many needs we saw all around us and determined to do what little we might to help make this unusual life and community happier for all of us. Much of whatever we have been able to do we feel that we owe to our many kind and loyal friends such as Dr. Wagoner, Mrs. Case of the Oakland Federal Emergency Nursery School, our many Mills friends, organizations such as the churches, Fellowship of Reconciliation, American Friends Service Committee and other generous donors with their material gifts, interest, and support. We are also grateful for the sincere interest and cooperation of our own Mr. Thompson of the Recreation Department.

We have attempted to summarize our activity and experiences in the following pages. Although very sketchy, we hope that it will give you an idea of what we have been doing.

PRE-SCHOOL PROGRAM AT
TANFORAN

I Organization.

The Recreation Department was one of the first to be established at Tanforan as an answer to the immediate needs of the population, numbering close to 8,000. In trying to reach all age groups, a request was made by the Department to organize Pre-School Centers to make it possible for children from two through five years to have a place to play in safety.

About one week after the settling of the major influx, the first Center was opened on May 11th. After considering the use of an open area as merely a playground, this idea was discarded in favor of a more organized set-up modelled after the Nursery School. The building made available to us for the first Center was a small bungalow of four rooms and a bath-room, with an adjoining open area that could be used as the play yard. Undaunted by the dirt and grime, we determined to see what we could do with it.

A survey was made of the surrounding area to estimate the number of Pre-School age children. About ten girls who were interested in young children of this age volunteered their services and made a house to house canvas. After determining just how many we would be able to serve without too much over crowding, those living in barracks closest to the school were notified to register. Approximately 40 children registered with us at Center I. Upon registering, ~~each reg-~~istering, each registrant was asked the following:

1. Name.
2. Age: (years and months) Birthdate.
3. Address.
4. Parent's Name.
5. Toilet training. (Under our limited facilities, we made a policy not to accept children without toilet training.)

From the beginning, we realized that in order to serve the entire camp, several Centers at strategic locations would be necessary. To put this into effect, our second center was opened the following week, May 18th. A similar building was available on the opposite side of camp. A fenced off back yard provided the play yard. We followed a similar procedure of estimating the number of children in the area. Approximately 60 children registered with us on the first day, although the survey of the particular area estimated over 100 children.

Being faced with the difficulty of obtaining housing facilities, the opening of the third Center was delayed until June 8th. The only possibility was the use of part of a Recreational Hall during the morning hours. For an outdoor play yard, it was necessary to rope off a small area, adjacent. The area that this Center would serve was thickly populated and the demand for a Pre-School was very pressing, making the use of this inadequate facility necessary. The survey of this area revealed approximately 100 children of Pre-School age. On registration day, 65 came.

On July 16, the fourth Center was opened. The location was part of a barrack given to us completely for our use. An adjoining open area was similarly spaced off as at Center III. The survey of this particular area estimated over 100 children with a registration of 85

on the first day. We felt that for the available space and facility, the number of children was too great. The result was that we were forced to ask those living farthest from the Center to wait. Upon much discussion of opening a fifth Center, we decided that the opening of a Kindergarten to accomodate all of the five year olds would solve our problem as well as being of benefit to the children themselves. This made possible the including of all Pre-School age children of the entire camp into our four established Centers.

II Facilities, equipment, supplies.

[Since the ^{needs relating to the} physical welfare of the population such as housing ^{as a whole} and medical care, and Mess Halls was more ^{pressing} pertinent, most of the available material was turned over to these first. Therefore, it was necessary for ^{the Nursery school} us to work under very limited facilities. Each Center had its specific problems due to its physical limitations.

At Center I, the lack of a fence around an otherwise excellent play area presented difficulties such as the wandering off of our children and older children coming into the group to play. One adult size toilet presented problems for the large number of children there. ^{was solved} We solved this problem by using the bath-room only for emergency, taking the children to the closest latrine for the routine. ^{Before the} The recent acquisition of linoleum for the floor ~~has improved the rooms indoors~~ since the children had been sitting on the bare floor due to the lack of chairs and tables. Of the four rooms, the ^{two} front room ^{are} used as play rooms and the ^{small} rear rooms mainly for rest, and the larger kitchen for the milk routine. The problems at Center II were similar to Center I, except that the yard which was fenced off lacked provisions for shade. ^{this with} We were also

^{last one}
~~short of one~~ of the front rooms since a Recreational Office had
 been set up in it. This presented further difficulties since the
 enrollment was larger than at Center I. Center III presented pec-
 uliar problems since the set up had to be removable daily to
 accomodate older children in the afternoon. The Recreational Hall
^{was} ~~is~~ one large barrack with no partitions, so removable screens were
 made to separate our room from the office and also to further di-
 vide our area into the rest and milk rooms. Even the nails for
 towels and coats had to be put on removable racks. Only small
 closet space is provided into which all of the supplies and equip-
^{had to} ~~ment~~ ^{was} be put away daily. Since there ~~is~~ ^{was} no toilet available
 on the premises even for emergency, this, too, presented a problem.
^{had to} The adjacent open area ~~must~~ be fenced off daily by the use of re-
 movable props and ropes for the play yard. ~~This, of course, is~~
~~inadequate.~~ Center IV ^{the Nursery school} had a similar set-up ~~to~~ ^{to} Center III except
 that ~~our~~ part of the barrack, partitioned off from the other two
^{was reserved solely for the school, and this}
~~thirds is for our own use not requiring the removing of the equip-~~
^{did not have to be removed}
~~ment daily.~~ The adjacent room ^{was} ~~is~~ used by the boxing department in
[^]
 the afternoon and by mutual consent, ~~we have been able to use part~~
^{was used in the morning}
 of their room ~~for~~ [^] milk routine and rest. In both Center III
 and Center IV, where we use barracks, the windows ~~are~~ ^{were} placed so high, ~~that~~
^{we}
 the children ~~are~~ ^{we} unable to look out, although there is sufficient
 light. The outdoor play space at Center IV ~~is~~ ^{was} similar to Center III.
^{was}
^Q One of ~~the~~ ^{was} difficulties at all Centers ~~is~~ ^{was} the closeness of the
^{we}
 neighbors. Not only ~~are~~ ^{we} the children tempted to wander home, but
 also curious neighbors ~~distract~~ ^{ed} and sometimes interfere ^{the} with the
 routine. This difficulty ~~has~~ diminished as the novelty of ~~the~~ ^{the} schools

~~have~~ work off. We have been fortunate in having custodians assigned to us at each Center. Their daily task of thorough cleaning and mopping keep our Centers fairly clean and sanitary.

At the beginning, ~~we had~~ ^{there was} absolutely no equipment so that arrangements were made with nearby Mess Halls for obtaining orange boxes and crates which ^{we} used for temporary tables and cupboards. The teachers ~~have been very~~ ^{should} ingenious in covering these boxes with wall paper. ~~We were later provided~~ ^{was supplied} with appropriately measured and constructed benches and stools, each Center having four benches and eight stools, ~~but no~~ ^{we are still waiting for tables, in so the} ~~the meanwhile, these benches and stools are used in each part of the routine serving as seats or tables as the need demands. Two quilts and four army blankets~~ ^{were} also ~~have been~~ provided for each Center. These ~~were used for our rest period and to cover the bare floor during organized group activities. From the very beginning, nails were put up for each child, one for his wraps and one for his towels, both being identified by identical pictures painted on round disks above the nail. These identification pictures were adjusted to the age of each child, simpler ones for the younger child, more complex ones for the older. The towels, as well as the cups, for milk, were brought from home by each child upon registration. The towels~~ ^{were} sent home each Friday to be laundered. To relieve the drabness of the surroundings, colorful pictures were mounted on colored paper for the walls and bright colored cut-out flowers were pasted on the window panes adding charm both from the inside and out. Some Centers even made curtains to add to the atmosphere. One victrola ^{was borrowed} donated to us through the Education Department and ~~by borrowing records, we are able to supplement our program. We have often wished that we could be able to have the use of a piano for rhythm and songs for our children. as for~~ ^{was very difficult} ~~Outdoor equipment, we are still sadly short of sufficient play things.~~ Helpful neighbors ~~have~~ built a see-saw for one of the Centers and a bar

but that was only a
for another, ~~We have, however, been able to obtain one sand table for each~~
Center. In three of our Centers, an additional sand box ^{was} ~~has been~~ built to
relieve the congestion. For the rest, we ^{just} ~~must resort to our ingenuity~~ ^{had to be used} in
making use of any available planks for inclines, and available cans from
Mess Halls for sand play. One of the difficulties with our play yard ~~is~~ ^{was}

The children
the fact that older children ^a come to play in the afternoons without supervision.

We ~~We sorely feel~~ the lack of trees in three Centers for shade and climbing!

the
~~We are very fortunate in our supply of toys and materials, all of which~~
have been donated ^{by} ~~to us from~~ various kind and generous friends and organizations
on the outside. ^{was more adequate} ~~After a thorough inventory of the supply on hand, we have~~

~~tried to distribute them equally among the four Centers. We have retained~~
~~what is appropriate for our Pre-Schools and have passed on other things to~~

~~various departments where they have been of more use. To supplement the~~
stock on hand, the teachers ^{met} ~~met~~ together one afternoon a week to make things
such as bean bags, doll dresses, aprons, quilts, scrap books, blocks, etc.

~~We find that~~ ^T the individual cereal cartons obtained from the Mess Halls ~~are~~ ^{was}
very helpful for crayon containers.

III Daily program.

In organizing our program our aim has been to set up a Nursery School
rather than a Play Center. With this in mind, the following daily schedule
for the schools open only during the morning hours was established:

1. Inspection.
2. Free Play Period.
3. Toilet and Wash Routine.
4. Milk.
5. Rest Period.
6. Outdoor Play.

7. Creative Play.
8. Organized Activity.
9. Dismissal.

Inspection: Upon arrival, one of the teachers looks at each child's throat, hands and arms to detect and check any unusual symptoms. Living under such congested conditions, this is a necessary precaution. In case of minor accidents, First Aid Kits provided for each Center comes in handy. Whenever in doubt, the child is taken to the clinic.

Free Play: During the first 30 to 40 minutes, the children are permitted to choose their own activity, having the run of the play rooms. We try to provide a variety of experience from which they may choose: house-keeping equipment, dolls, and blocks offer opportunity for group play; books, clay, wooden beads, tinker toys, and puzzles provide for individual play. Supervised and guided by the teacher, the more quiet type of activity complement the more vigorous play such as locomotive toys and spontaneous organized games. We feel that this period of free play encourages spontaneity and initiative in learning to choose, develops imagination, helps in acquiring new skills and teaches the values of toys, their proper use and care. It is well vital in their social growth and emotional control for it furnishes them an opportunity to play with others, learning to give and take.

Toilet and Wash Routine: Toilet and wash routine help establish proper habits, of cleanliness, regularity, and attention to physiological needs.

Milk Routine: Milk routine offers extra nourishment as well as helping to form proper eating habits. The group experience adds an incentive to many who would otherwise refuse.

Rest Routine: The rest routine which is very short is intended not

as a nap period, but, rather, to break up the long morning of activity and to teach habits of complete relaxation.

In the toilet, wash, milk, and rest routine, the children are taught that they are expected to conform more strictly to certain set routines and that certain facts cannot be evaded and must be accepted. However, only a few at a time go through each routine simultaneously. This gives the teacher more opportunity for establishing proper habits for giving adequate attention to individual needs.

Outdoor Activities: Especially here in this locality, where the weather is so mild, the children are given a greater chance to absorb much sunshine and fresh air. The length of this period is adjusted to the daily weather. Here, by playing with larger and heavier equipment, their large muscles are developed and in this way they learn to judge their own strength as well as releasing their abundant energy. Going indoors for Creative Play is arbitrary and is suggested as the children seem to need a change in activity. Through such activity as drawing, painting, pasting, cutting and clay, they are able to express themselves imaginatively. They also learn space and proportions, color, and size as well as being encouraged toward perseverance and creativity. It is also a chance for the development of their smaller muscles and eye-hand coordination. Learning during this period is also indirectly through the child's own experience. The teachers make no effort at formal instruction, but only suggest and guide. As much as possible, they choose their own means of expression, for example, getting for themselves the paper and crayons if they wish to draw. Indirectly, here, as well as in the Milk Routine, whenever it seems opportune, we attempt to teach polite phrases such as "please" and "thank-you" and "excuse me", although, we do not make an issue of it.

We have Organized Activity such as Music and Stories in the later part of the morning, close to dismissal in order to keep the children occupied constructively until the end. By this time, they are often tired and restless, anticipating going home, and need more guidance in finding things to occupy them. Listening to records teaches the child to listen and give attention and familiarizes them with good music. Songs and rhythm activities supplement. Story telling and reading encourages language development and broadens their imagination and scope to things outside of their own immediate experience.

The children are dismissed as the parents calls for them and they are kept busy until then.

To supplement the daily program and to add variety, we encourage such activities as excursions, nature study, collection of pebbles and leaves and flowers, etc., gardening, and carpentry. At one of the Centers, a plot was cultivated where radish seeds wereset out and each child was able to take one home when they were grown. Another Center, lacking garden space, planted seeds in tin cans.

We have planned our program to allow flexibility to adjust to needs that arises by dove-tailing the activities. We minimize adult supervision so that children will learn by doing. Further, our program endeavors to:

1. Encourage independence and self-sufficiency in the child.
 2. Recognize individual differences in personality, in motor coordination in emotional control, and social development.
 3. Reduce behavior aberrations and encourage establishment of good habits in the child.
 4. Give the child the opportunity to play with children of his own age in an atmosphere of simplified routine and protection from danger.
- The mother is free during the school hour to go about her task, know-

ing the child is safe. Through this group experience, the child learns to give and take, to share and to have consideration of others.

5. Effect a useful transfer in child behavior to the home situation.

In a condition such as this where the home facilities are so limited, the responsibility of the school is that much greater. It is our earnest hope and desire that desirable habits and attitudes will carry over into other phases of the child's life.

6. Encourage exploration in the fields of art, music, nature study, language and literature. Especially in development of language, we find that the children need to be encouraged in learning English.

7. Provide a restful and quiet atmosphere in which children may play. The simplified routine and an environment adjusted specifically to his needs such as proper toys and equipment, freedom from adult standards and pressure of time are offered him. Since their life, otherwise is so filled with physical and emotional pressure in this camp life it is most important that this opportunity for freedom of expression under proper guidance be given them.

IV Children in our schools.

Although our group is unique in that they are an isolated social minority, we have found that children are children anywhere. Our observations have not been a scientific study but because of the opportunity of working with a large number of children of a particular age level, we have been able to make some informal observations. These have been possible through comparison and contrast of different school groups, and observation of children within each school and through study of individual behavior problems.

Physical development. Our children range from the best to the peer as in any other group, but the medical authorities here have informed us that the deficiency of our children seem concentrated in the teeth and eye. There also seems to be more skin diseases prevalent here. We have also noted that the third generation children as compared to the second generation are larger in build and have lighter pigmentation, especially noticeable in the color of the hair. Since no scientific study of these tendencies have been made, we have no way of explaining the causes. The congested living contributes to the possibilities of more epidemics despite the precautions taken by Public Health Services as well as by the mothers.

Mental. Thus far, we have been unable to make any formal studies in the measurements of intelligence. However, we might mention our efforts in encouraging the use of English in their language development. Because of our isolation, the trend toward the use of the Japanese language by the parents is strikingly noted. Therefore, our children who are more easily influenced by this tendency present a problem. Some children come to our schools without any knowledge of English. Until they were adjusted to the school routine, we conversed with them in their accustomed tongue, but gradually have made a special effort to encourage the learning of English. This we have done through parallel use of language for example the repetition of the name of an object in both language and by the use of English on the part of the teachers even when approached by the child in Japanese. This procedure works in well since the Pre-School is the first step that the child takes into a broader environment outside of his immediate family surroundings.

Emotional. At the beginning, one of the difficulties faced was what we felt to be an unusual amount of crying, although, of course, a certain amount was to be expected. The instability of unsettled homes, the

change in living conditions, the feeling of insecurity by the parents themselves, no doubt, contribute to this. Emotional outburst, may also have been more frequent because of these same reasons. We experienced an unusual amount of difficulty at the time of their medical examination probably due to the fact that the children were subjected to so many inoculations and immunizations within a short period of time upon their arrival to camp.

Social. This phase of the child's development has seen the greatest change in camp life. Stricter adherence to community mores are demanded of the child by the parents. There is, however, more opportunity for the child to have the companionship of children his own age.

It is a source of amazement how quickly children adjust to a new mode of living. We find examples of this continually revealed in their activities.

V Teacher training program.

Feeling that our program could not progress very far without an adequate teachers training program, such a plan was included from the very beginning. We have about 35 girls who volunteered. None have had previous training along these lines but all are eager to learn and enthusiastic, composing a very fine staff! From the very beginning, our only requirements have been an interest in children and a willingness to learn.

Each Center is headed by two girls with a staff of six to eight girls assisting them. The whole project is under the supervision of Co-Directors who coordinate and unify the program as well as carry on the administrative end.

During the morning school session, the teachers, through practical experience, gain much knowledge guided and advised by the two leaders. These Centers serve as laboratories where their theories and techniques

can be practiced as well as offer opportunities for observation and analysis. Whatever problems or questions that arise during the school hours are discussed at weekly Center Staff Meetings. They also discuss here the program, making necessary changes to fit each needs, and correct mistakes. They make studies of individual children, noting their growth and development and specific needs, and correct mistakes. They make studies of individual children, noting their growth and development and specific needs or problems. This is the place where teachers are free to ask about how to handle difficult behavior problems or where they discuss children so that the staff may be consistent in policy and method. Weekly equipment check ups are made at each Center, repairing and preparing material and planning for exchange of toys and books. Absentee check-ups are also made each week, followed up by home visits.

Weekly lectures are planned on various aspects of child development at this particular age level. The subjects so far covered are:

1. Introduction to Nursery School Procedure.
2. Aims of the Nursery School.
3. What is a Nursery School?
4. Developmental Differences of 2, 3, and 4 year olds.
5. Physical Needs of Children.
6. Learning at the Nursery School Age.
7. Constructive Discipline.
8. Free Play.
9. Emotional Development
10. Language Development.
11. Play and Play Material.
12. Child and Its Development (by a Pediatrician).
13. Individual Differences in Personality.
14. Books and Stories for Children.

15. Nutrition.

To supplement the lectures by the supervisors, we have been fortunate in having guest speakers, specialists in the field of medicine, dietetics, psychology and education. Work-shop experience where the teachers study various "tools and materials" in making toys enables them to become conscious of proper and adequate equipment for a Nursery School. It also provides an informal get-together for the teachers. So far, many afternoons have been spent in sewing aprons for the children to be used when they paint or work with clay, bean bags, doll dresses, quilts, and curtains. Blocks of all sizes and shapes have been sawed, planed and sandpapered, made from scraps of wood. We spent one afternoon experimenting with various art materials used by the children to familiarize ourselves with possibilities of their use. Exchange visits are made by the teachers when the program permits whereby they are able to see a variety of situations and the functioning of the same type of program under different circumstances. For the same reason, we occasionally rotate the teaching assistants. Each Center sends one teacher per week to observe at the Well-Baby Clinic where they are able to study children at various stages of development from birth to 18 months. All teachers are required to complete a course in Red Cross First Aid, at the conclusion of which they are given a standard certificate.

In planning for our teacher training program, we have tried to keep in mind a long range view, an interest in Nursery School work not only as a career in camp but in the work as a whole and with an interest in children not only professionally, but as future parents

VI Parent education.

Knowing that the Pre-Schools are only a supplement to the home situation

we were desirous from the beginning to have the children brought to school and called for by the parents. This gave us immediate and constant contact with the parents and the home. Through informal reports of home visits by the teachers, we were able to further understand the home background of each child. Realizing that our program in establishing of habits and attitudes was effective only with an understanding cooperation of the parents, we have held parent-teacher meetings. At the first general meeting, we presented a summary of our daily program, its objectives and aims as well as an explanation of the Nursery School. Through this meeting, the mothers were also introduced to the teachers and encouraged to discuss any problems with them. At the beginning when the children were not yet adjusted to the school program and to being separated from their parents, we discouraged their visits to the school. *Later* Now, however, we urge observations and visits whereby they *could* may familiarize themselves with their own child in relation to other children of the same age.

In addition to parent contact, it is most important for us to enlarge our scope to include the community as a whole. Since Nursery School education is a new conception to most, we find it necessary to awaken consciousness of its contribution to the development of children. In this sense, we hope that by enlarging our project to include not only the Nursery Schools, but the welfare of the children in the community as a whole, we hope that our efforts can meet the challenge.

We look forward to Relocation as an opportunity to carry on our work which we have started here. From the experience gained, we trust that we can both modify and enlarge our program to adjust to the particular community. It is our wish that we will be able to do such things as:

1. Open an all day Nursery School.
 - a. For the benefit of working mothers.
 - b. To supplement limited home facilities.

- c. Serve a noon meal for the children.
- d. Provide an afternoon nap at school.
- 2. Have one building set aside for a Nursery School.
 - a. Facilities adjusted to needs of the children.
 - b. Bath-room and wash facility on the premises.

With the proper facilities, we are sure that a great number of children can be accommodated by the same number of teachers helping at present.

- 3. Enlarge our program to include such things as:
 - a. Pets for children.
 - 1) Aquarium.
 - 2) Aviaries.
 - 3) Guinea pigs, etc.
 - b. Spend more time on special projects such as:
 - 1) Gardening.
 - 2) Music and Rhythm.
 - 3) Carpentry.

It will be a challenge to put into effect these hopes and aspirations. Although it will mean much hard work, we feel sure that it will be worth all our efforts!

STATISTICS

The following table shows the census of the group with which we deal.

Under	1	2-5	
		2	Male Aliens
		2	Female Aliens
		4	Total Aliens
61	52	190	Male Citizens
47	57	178	Female Citizens
128	109	372 368	Total Citizens
128	109	372	Total Persons
Total population of the entire camp			7,840

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CENTER	<u>REGISTRATION</u>			<u>FIGURES</u>	
	ACTIVE	AVERAGE ATTENDANCE	INACTIVE	TO KINDER- GARTEN	TOTAL REGISTRANT
I	32	25	16	16	48
II	54	45	42	28	96
III	50	45	28	14	78
IV	<u>42</u>	<u>35</u>	<u>33</u>	<u>19</u>	<u>65</u>
	178	150	109	77	287

Note--Out of the total 372 children of Pre-School age range in camp, only 85 have not thus far enrolled in any of our schools.

PROVISIONS FOR CHILD WELFARE IN CAMP

Medical:

Standard Pre-natal and Post-natal care is given.

Pre-natal clinical care.

Once a month---during early stages. (First 6 months)

Twice a month--next 2 months.

Every 2 weeks.

Once a week----last month.

Blood pressure and urinalysis---checked always.

Measurements taken of the pelvis upon first visit.

Mother given information as to her diet, weight gain, etc.

In camp, mother is hospitalized for at least 14 days.

Post-partum examination.

Six weeks after delivery, the mother comes to clinic for examination.

Urine may be checked.

Thorough physical examination.

Month later, mother comes for another examination.

Well-Baby Clinic.

Babies are brought to the clinic 4 weeks after delivery and then every week thereafter.

They are weighed, their height is measured, and the doctor informs mother of their diet.

There are 175 babies and the Clinic is open twice a week. The height and weight of babies from birth to 18 months are taken.

Immunization.

Whooping cough--Those from 7 months to 3 yrs. have been immunized

Diphtheria-----These from 8 months to 12 yrs. have been immunized.

Tuberculosis----A test was given to those from 5 to 10 yrs. and any others who showed a tendency toward it.

Public Health Service-Medical Examinations.

School examinations of all school children and babies from 18 months to 3 years were given by Public Health Nurses of San Mateo County.

Nutritional:

Formula Kitchen.

Under the supervision of the Pediatrician.

400 to 500 bottles made per day.

110 babies have individual formulas.

Eggs are given 3 times per week to babies 5 mos. and up.

Oranges are given once a day.

Puree vegetables are given to babies 6 mos. and up.
fruits

Puree vegetables are given to babies 5 mos. and up.

Cod liver oil is given daily.

Vitamin pills are given as needed.

Baby Feed

Served at individual Mess Halls for children from 1 to 3 yrs.

Special milk privileges for pregnant mothers.

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February 13, 1943
from Kay Ushida and Grace Fujii
ms. "The Pre-school Program at Tanforan."

RECREATION
NURSERY SCHOOLS

A nursery school program was set in operation at the request of the chief of the Recreation Department on May 11 - about one week after the settling of the major influx of population. Two graduates of Mills College, Kay Ushida and Grace Fujii, developed the program under the guidance of Professor Lovisa Wagoner of Mills College.

At the end of the four months residence period in Tanforan, 287 of the 372 children aged 2-5 had enrolled in the nursery school. Of these, some 178 were active participants, 109 attended only casually, and 77 were transferred, during the period, to kindergartens operated by the Education Department. Only 85 of the total 372 potential participants had no interest at all with the nursery school program.

The first center was opened on May 11 and was restricted to 40 children living in nearby barracks. The second was opened a week later on the opposite side of the camp, with a registration of 60. Both of these centers were housed in small four-room bungalows. These two centers, however, failed to serve the needs of the entire camp both because of their limited space and because of their inaccessibility to the outlying parts of the camp. It was impossible to find housing for the neglected areas until, on June 8, part of the main Recreation Hall was made available during the morning hours. The area that this center served was thickly populated and 65 out of approximately 100 inhabitants of the age

group 2-5 were registered on the opening day. It was not until July 16 that housing could be obtained for a fourth center, when part of a barrack was made available. Evidence of the need for this last center was shown clearly when parents of 85 out of approximately 100 potential registrants applied for admission on the first day. Since this center would have brought about undesirable overcrowding, those living farthest from the center were asked to wait. Within a short time, the opening of kindergartens by the education department solved the difficulty and all 5-year olds were immediately transferred from nursery school to kindergarten.

Due to the limitations of the physical environment, and the competition of other divisions for available space and supplies, there was a constant struggle for facilities and equipment.

Since the needs relating to the physical welfare of the population as a whole, such as housing and medical care, and Mess Halls, were more pressing, most of the available material was turned over to these first. Therefore, it^{was}/necessary for the Nursery Schools to work with very limited facilities. Each Center had its specific problems due to its physical limitations.

At Center I, the lack of a fence around an otherwise excellent play area presented difficulties such as the wandering off of our children and older children coming into the group to play. One adult size toilet presented problems for the large number of children there. This problem was solved by using the bath-room only for emergency, taking the children to the closest latrine for

the routine. Before the acquisition of linoleum for the floor, the children had been sitting on the bare floor due to the lack of chairs and tables. The problems at Center II were similar to Center I, except that the yard which was fenced off lacked provisions for shade. This Center also lost one of the front rooms since a Recreational Office had been set up in it. This presented further difficulties since the enrollment was larger than at Center I. Center III presented peculiar problems since the set-up had to be removable daily to accommodate older children in the afternoon. The Recreational Hall was one large barrack with no partitions, so removable screens were made to separate our room from the office and also to further divide our area into the rest and milk rooms. Even the nails for towels and coats had to be put on removable racks. Only small closet space was provided into which all of the supplies and equipment had to be put away daily. Since there was no toilet available on the premises even for emergency, this, too, presented a problem. The adjacent open area had to be fenced off daily by the use of removable props and ropes for the play yard. Center IV had a similar set-up to Center III except that the Nursery School part of the barrack, partitioned off from the other two thirds, was reserved solely for the school, and thus equipment did not have to be removed daily. The adjacent room was used by the boxing department in the afternoon and by mutual consent part of their room was used in the morning for milk routine and rest. In both Center III and Center IV, where we use barracks, the windows were placed so high that the

children were unable to look out, although there is sufficient light. The outdoor play space at Center IV was similar to Center III.

One of the difficulties at all Centers was the closeness of the neighbors. Not only were the children tempted to wander home, but also curious neighbors distracted and sometimes interfered with the routine. This difficulty diminished as the novelty of the schools wore off.

At the beginning, there was absolutely no equipment, so that arrangements were made with nearby Mess Halls for obtaining orange boxes and crates which were used for temporary tables and cupboards. The teachers showed great ingenuity in covering these boxes with wall paper. Later appropriately measured and constructed benches and stools were supplied, each Center having four benches and eight stools, but no tables, so that the benches and stools were used in each part of the routine serving as seats or tables as the need demands. Two quilts and four army blankets were also provided for each Center. These were used in the rest period and to cover the bare floor during organized group activities. From the very beginning, nails were put up for each child, one for his wraps and one for his towels, both being identified by identical pictures painted on round disks above the nail. These identification pictures were adjusted to the age of each child, simpler ones for the younger child, more complex ones for the older. The towels, as well as the cups, for milk, were brought from home by each child upon registration.

The towels were sent home each Friday to be laundered. To relieve the drabness of the surroundings, colorful pictures were mounted on colored paper for the walls and bright colored cut-out flowers were pasted on the window panes adding charm both from the inside and out. Some Centers even made curtains to add to the atmosphere. One victrola was donated to us through the Education Department and records were borrowed to supplement the program. Outdoor equipment was very deficient. Helpful neighbors built a see-saw for one of the Centers and a bar for another, but there was only one sand table for each Center. In three of our Centers, an additional sand box was built to relieve the congestion. For the rest, great ingenuity had to be used in making use of any available planks for inclines, and available cans from Mess Halls for sand play. One of the difficulties with our play yard was the fact that older children came to play in the afternoons without supervision. The children sorely felt the lack of trees in three Centers for shade and climbing!

The supply of toys and materials, all of which have been donated by various friends and organizations on the outside was more adequate. To supplement the stock on hand, the teachers met together one afternoon a week to make things such as bean bags, doll dresses, aprons, quilts, scrap books, blocks, etc. The individual ceareal cartons obtained from the Mess Halls were very helpful for crayon containers.

The routine followed in the Nursery Schools followed as clearly as possible the "standard" nursery school procedure of inspection, free play, toilet and wash room, milk period, rest period, outdoor play, creative play, organized activity, dismissal.

The following observations by Miss Ushida and Miss Fujii give some indication of the character of the nursery school population and their special problems:

"Although our group is unique in that they are an isolated social minority, we have found that children are children anywhere. Our observations have not been a scientific study but because of the opportunity of working with a large number of children of a particular age level, we have been able to make some informal observations. These have been possible through comparison and contrast of different school groups, and observation of children within each school and through study of individual behavior problems.

Physical development. Our children range from the best to the poor as in any other group, but the medical authorities here have informed us that the deficiency of our children seem concentrated in the teeth and eye. There also seems to be more skin diseases prevalent here. We have also noted that the third generation children as compared to the second generation are larger in build and have lighter pigmentation, especially noticeable in the color of the hair. Since no scientific study of these tendencies have been made, we have no way of explaining the causes. The congested living contributes to the possibilities of more epidemics despite the precautions taken by Public Health Services as well as by the mothers.

Mental. Thus far, we have been unable to make any formal studies in the measurements of intelligence. However, we might mention our efforts in encouraging the use of English in their language development. Because of our isolation, the trend toward the use of the Japanese language by the parents is strikingly noted. Therefore, our children

who are more easily influenced by this tendency present a problem. Some children come to our schools without any knowledge of English. Until they were adjusted to the school routine, we conversed with them in their accustomed tongue, but gradually have made a special effort to encourage the learning of English. This we have done through parallel use of language for example the repetition of the name of an object in both language and by the use of English on the part of the teachers even when approached by the child in Japanese. This procedure works in well since the Pre-School is the first step that the child takes into a broader environment outside of his immediate family surroundings.

Emotional. At the beginning, one of the difficulties faced was what we felt to be an unusual amount of crying, although, of course, a certain amount was to be expected. The instability of unsettled homes, the change in living conditions, the feeling of insecurity by the parents themselves, no doubt, contribute to this. Emotional outburst, may also have been more frequent because of these same reasons. We experienced an unusual amount of difficulty at the time of their medical examination probably due to the fact that the children were subjected to so many inoculations and immunizations within a short period of time upon their arrival to camp.

Social. This phase of the child's development has seen the greatest change in camp life. Stricter adherence to community mores are demanded of the child by the parents. There is, however, more opportunity for the child to have the companionship of children his own age.

It is a source of amazement how quickly children adjust to a new

mode of living. We find examples of this continually revealed in their activities."

Recruiting personnel for teaching presented many difficulties. Thirty-five volunteers were obtained, but none had had previous training. The requirements were limited by necessity to interest in children and willingness to learn. Teacher training was achieved both by weekly lectures by the co-Directors and by weekly staff meetings. Guest speakers from the fields of medicine, dietetics, psychology and education were brought in from other divisions, and "workshops" for teacher training were arranged frequently.

Some effort was also made to educate the parents. These are described as follows:

"Knowing that the Pre-Schools are only a supplement to the home situation, we were desirous from the beginning to have the children brought to school and called for by the parents. This gave us immediate and constant contact with the parents and the home. Through informal reports of home visits by the teachers, we were able to further understand the home background of each child. Realizing that our program in establishing of habits and attitudes was effective only with an understanding cooperation of the parents, we have held parent-teacher meetings. At the first general meeting, we presented a summary of our daily program, its objectives and aims as well as an explanation of the Nursery School. Through this meeting, the mothers were also introduced to the teachers and encouraged to discuss any problems with them. At the beginning when the children were not yet adjusted to the school program and to being separated

from their parents, we discouraged their visits to the school.

Later, however, we urged observations and visits whereby they could familiarize themselves with their own child in relation to other children of the same age."