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Manzanar

October 8, 1942

QUARTERLY REPORT ON ACTIVITIES OF EDUCATION DIVISION

Opening of Schools

School is now in session on all projects in the Western Region, except Delta, where it will start on October 19. Figures on enrollment are not yet available, but a third or more of the population on the projects appears to be in school. The orientation conferences for teachers which preceded the opening of school on all projects were very successful. Dr. Hanna of Stanford University attended several. Members of the faculty of the University of California and of the State Departments of Education also visited and took part in discussions.

Buildings

School buildings have not been started on any of the projects, and barracks are being used as substitutes. (In some cases where this has called for removal of evacuee families living in them it has caused some ill-feeling). They are now being improved by additional flooring or the laying of linoleum and by sealing some of the walls, and make reasonably satisfactory temporary schoolrooms. With 40 students to a room they are however overcrowded. The worst feature of the temporary set-up is the woeful inadequacy of toilet and washroom facilities. This is taken care of to some extent by staggering school periods so that not more than a third of the students are moving between classes at any one time. Space round the barracks is so broken up that it does not provide adequate play ground facilities and the opportunities for a physical education program are very limited. It is difficult under these conditions to provide proper playground supervision, and some mild gangsterism is developing.

Furniture, Equipment, Supplies and Books.

The plan to have school furniture built in the factory at Tule Lake and distributed to other projects has so far been unsatisfactory. The factory was delayed in opening; lumber has been difficult to obtain, and labor troubles on the project have held up production. Except for chairs for Tule Lake itself, no school furniture was ready for the opening of schools, and none has yet been supplied to other projects. All of them, therefore, had to scramble during the last month to get surplus tables and chairs from NYA and WPA where these were available, and to start making tables and benches themselves. There is still an embarrassing shortage of chairs.

There was an unfortunate delay also in getting equipment, textbooks and teaching supplies, due largely to slowness in getting through purchase orders. This has now been speeded up, and since procurement has been turned over largely to the projects themselves it should no longer present so much of a problem. Textbooks and supplies are arriving in considerable

quantities, and a good deal of surplus equipment of one kind or another is being shipped to the schools. The worst spots in the program are in the science and vocational courses, where impossibility of procuring some of the supplies, and lack of necessary equipment, laboratories and workshops, makes adequate teaching a problem.

In California, it was hoped that the schools in the two centers would be eligible to receive free elementary textbooks on the same basis as other public schools, but a ruling from the State Attorney General declared against it. Several thousand texts were however supplied by school districts, principally Los Angeles, which Japanese children formerly attended, and were distributed to the different projects. Some of these were obsolete or in poor condition, and about half were really useful.

Teachers

The recruiting of teachers at the projects has been going on vigorously all summer. It too was handicapped by the slowness in processing, and by changes which were announced in salary schedules and qualifications, but has been speeded up. Schools have opened with most high school teaching positions filled. Teachers of science, mathematics and physical education for men have been the most difficult to find, and there are still a number of vacancies in these fields. Every project has had difficulty in recruiting elementary teachers, and we appear to be short at least thirty on the six projects.

The teaching staffs on the projects are a very mixed group, including as they do a number who have just graduated from college and had no previous experience, many who have been out of teaching for some years and worked in other jobs, a large group from small rural schools, and a few from big city systems. There is no common background of training or philosophy and, except in California, where the agreement with the State Department of Education limited the staff to those with California credentials, a somewhat sketchy acquaintance with up-to-date theories and practices of education. There is, however, excellent spirit, willingness to accept hardships and discomforts, and real vision and ingenuity in devising substitutes for many of the educational stimuli which are lacking. It will take leadership and skill, on the part of superintendents and principals, and from the Regional office, to weld them into good teaching teams, and the workshops which the Regional office is proposing to conduct on the project during the winter and spring should help in bringing about greater insight into the needs of children and young people on the projects, and the more effective organization of the school program to meet it.

Evacuee Teachers

All projects are making use of evacuee teachers and teaching assistants;

and on all of them teacher training courses are being conducted with credit being given at some accredited teacher training institution. There is some divergence of opinion as to the extent to which evacuee teachers can be used. The residents of the colony themselves often fear that their children will be handicapped with Japanese teachers, most of whom do not have teaching credentials. Their principal weakness so far seems to be lack of effective control, particularly on the upper high school level. The evacuees make very good teaching assistants, however, and are very useful in some of the overcrowded classes. It is too early as yet to say whether we will be able to continue to use evacuees to the number at first proposed; and at Tule Lake the project director has instructed the superintendent of education to replace all colonist teachers by Caucasians as soon as possible.

Teachers' quarters

The only quarters available for teachers on the projects are barracks which have been hastily cleared and furnished, and on several projects the opening of school had to be delayed because no furniture had arrived for the quarters. Teachers share this hardship, of course, with other project personnel, and have taken it in good part, but we have lost good prospects because of it, and will lose many now employed if some better provision is not made, and very soon. On some of the projects it has been necessary to move out colonists to make room for teachers, and this has resulted in some ill-feeling.

Project Opinion on Schools

The pressure from colonists for the opening of schools without delay has been universal, and on the whole there has been good spirit in accepting the limitations. There has been some feeling that the government has let them down after its promises, and fear expressed that the students would lose out and their work in the centers not accepted in public schools in California or by colleges and universities.

Vocational Training

It is too early as yet for the opportunities for vocational training which it is hoped the projects will provide to develop. The immediate pressure on the offices and shops and factories on the projects is so great at present that there is little disposition to allow their use for training of older students. In most of them there are not enough tools, machines or equipment for the desired production schedule, and none can be set aside or reserved even briefly for training. This does not matter much for the moment, since it has been almost impossible to get teachers in some of these fields.

Nursery Schools

Nursery schools have been started on all projects and are extremely

popular. Parents have assisted in building furniture and playground equipment and are helping to keep rooms and grounds clean. As more of the younger married women are employed on the projects and most of the older children are in school now, enrollment in nursery schools is expected to increase. On all projects there are evacuees who are proving themselves excellent teachers in this field. They will continue to need some supervision and in-service training, particularly to develop parent participation. Dr. Lovisa Waggoner of Mills College has consented to act as Nursery School Consultant to the projects in this Region, and is preparing a hand book and getting together a small library for each project. The State Department of Education in California has also been of service, and one of the supervisors spent ten days at Manzanar in helping to organize the nursery school program, giving some training to the girls who were carrying it on. She is planning to go also to Tule Lake.

Adult Education

Adult education opportunities have been eagerly welcomed, and the request for classes has been greater and more varied than could be met from project resources. Americanization classes have been started at every center, and some excellent lesson materials have been prepared. Some of these it is proposed to mimeograph and circulate to other centers. Aside from Americanization and English classes, the most popular ones seem to be public speaking, sewing, dressmaking and costume design, current events forums and discussion groups, and mathematics. There is considerable demand also for instruction in commercial subjects. The impossibility of getting typewriters for school use has blocked some of these, but classes in stenography and business English are popular.

Collegiate level education

Mr. Blaisdell's report to Mr. Province summarizes the progress which has been made in promoting education on the collegiate level on the projects. Poston is doing some independent work in this field and has started several courses, of which a description has been forwarded to Washington.

The linking together of the college age group through a study program and informal intellectual and social activities appears of great importance if their potential leadership is not to be lost. They are now too closely integrated with the older group in employment and common interests to develop their own individual thinking and activities, and are coming increasingly under the domination of the Issei. The best remedy to this is attendance in some collegiate institution away from the project; but where this is not possible the creation of individual

group interests closely identified with American life and institutions outside should provide an effective antidote.

Libraries

Donations of library books continue to be received in considerable quantities. The principal sources are the Los Angeles and Oakland public libraries, university and some county libraries. The basic library list for schools for all projects has been completed and the books are now being ordered. The principal need now is for reference books for college classes and for up-to-date fiction and current magazines. Some church and other groups with whom the evacuees were formerly associated are giving the libraries presents of magazine subscriptions. Mr. Beatty of the Indian Office got hold of a number of textbooks from publishers in Chicago; these, together with other donations, are assembled in the Oakland warehouse and distributed to all the projects in this region.

Total library resources at the six projects must now include some forty-five to fifty thousand volumes. This includes a good deal of out-of-date fiction and books too worn out for much further circulation, but with the addition of the school libraries every project should soon have a respectable library service. It is one of the most popular activities on the projects, and has so far been managed entirely by evacuees.

Recreation

Recreation activities have two distinct aspects, the purely Japanese ones which include judo, go-shogi games, Japanese music, dramatics, flower arrangement, and the popular American ones of baseball, volley ball, dancing, ping-pong, etc. The most popular single sport is undoubtedly baseball. A large number of informal workshop groups are meeting regularly to make artificial flowers, embroider, sew, sketch, model and paint. These have been started mostly by the Japanese themselves, and have an amazing output, much of it of excellent, even distinguished, quality.

One of the principal needs on the projects is for more music, and for local bands and orchestras. Many Japanese musicians, unfortunately, understood that they could not take their instruments with them to assembly or relocation centers and sold them. Our efforts so far to get surplus band instruments has met with failure.

Most of the projects suffer from a considerable shortage of recreation supplies and equipment. To some extent this is being met by private donations. A group in San Francisco and another in Los Angeles has organized to provide a continuous supply of some of these things and

and has asked the Regional office for advice.

Conference on Adult Education, Recreation and Leisure

A three-day conference on leisure time programs in Relocation centers in this Region will be held in San Francisco on October 26, 27 and 28, and will bring in Regional personnel in charge of recreation and adult education, and be open also to members of groups interested in co-operating with the War Relocation Authority in developing leisure time programs, and with representatives of state and federal agencies concerned with recreation and other leisure time activities, on whose help we can draw.

Appointment of regional educational committee

The development of the educational program at its various levels is so closely tied into other activities, particularly employment, local government, agriculture and industry, that the heads of these divisions in the regional office are being asked to become members of a standing committee which will meet once a month to study the integration of these activities on the regional and project levels.

Lucy W. Adams
Director of Education and
Recreation.

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PROGRESS REPORT

October 8, 1942

Education Department
Community Services Division
MANZANAR WAR RELOCATION AREA
Manzanar, California

I. The Education Department has directed its efforts toward the following:

A. Summer school session

Attended by 1500 children

Taught by 60 Japanese tutors

Supervised by three credentialed teachers

Over 1000 textbooks were borrowed from respective schools of the children, examinations were held, and evaluations of work for each pupil were sent to the respective schools.

The following satisfactory results were achieved:

It was possible for high school students to receive credit for the semester's work interrupted by evacuation

The discovery and recruitment of Japanese practice teachers has assisted us in forming our winter teaching personnel

Good relations and cooperation between Manzanar and the former schools of these children were established

B. Relationships with Inyo County and the State Department

In lieu of the antagonism of Inyo County toward the Japanese Relocation Center, our progress in forming good relationships with the schools of Inyo County has been most satisfactory

The State Department has had several representatives to see us and has showed a great interest in their correspondence and contacts.

C. Developing a school organization for the Manzanar Relocation Center

Elementary school, including kindergarten and nursery, opened on September 15 but was forced to close after two days because of a cold wave and dust storms. The elementary schools are in the recreation barracks having neither lining on the walls nor linoleum on the floor. There are no partitions to divide the four classes held in each building. At any time the weather is inclement schools are necessarily closed. At present, about 50% of the elementary children have a bench or chair to sit on. There are only 30 desks for the elementary enrollment of 1000 children. Elementary school reopened on October 5. It was necessary to increase the class enrollment to 40 and 45 per teaching unit and to use three substitute teachers in addition to six classrooms taught by Japanese practice teachers. There are at present only 14 credentialed Caucasian elementary teachers. Our travel account is closed and we are relying on the Regional Office for recruitment.

High School opened October 7 with a general assembly in the new outdoor theater. Mr. Dillon S. Myer gave the principal address. High school classes are being held in the vacated barracks in Block 7. There are partitions in all buildings. Linoleum is in about half of the rooms, but there is no furniture. High school students are forced to stand or sit on the floor for all classes throughout the day. (Adolescent girls refuse to sit on the floor and grow too fatigued.) It may be necessary to close the high school until some satisfactory arrangements can be made. The Tule Lake furniture factory was assigned to make Manzanar school furniture, but we were wired that shipments were held up because of labor difficulties. There are 1400 high school students and 237 classes run daily. The high school has sufficient personnel except in the Industrial Arts. Lack of substitute teacher resource presents a problem.

The organizational work, the programming of the high school and elementary divisions was well organized and is held back only by these physical handicaps which will, in time, be met.

II. Department in Education

The following departments are now organized and are being developed rapidly:

A. Administration Office

1. The Superintendent of Education has under her direct supervision a Clerk who acts as business deputy in charge of requisitions, supplies, files, budget, pupil accounting, transportation, buildings and maintenance.
2. The chief Clerk acts as office manager for the Superintendent.

B. Supplementary Departments

1. Student Relocation
This includes application, correspondence with the Student Relocation Committee, conferences with representatives, verification of certain data needed by the Council.
2. Guayule Project
The Superintendent acts as representative for the Guayule research in conferences with Dr. Emerson, procurement, or maintenance. Progress, plans, and publications are discussed with the Superintendent.
3. Libraries
In this division are the community libraries as well as the school supplementary books, textbooks, and professional books, visual education, which included a natural history museum, sound and visual aids, models, and exhibits used as supplementary aids in classroom instruction. We now have 35,000 books, of all types, catalogued in our libraries.

C. Guidance

Scope of the Guidance Department is ordinarily limited to in-school guidance. The Director of Guidance acts as liaison officer with the Social Welfare Department, has charge of tests and measurements, vocational guidance, child welfare and attendance. A Supervisor of Physical Education and Health acts as liaison person between the schools and the community health program and between schools and the recreational program. She also gives over-all supervision of physical education in all twelve grades.

D. Levels of Instruction

Nursery school groups include those children from the ages of two years and up to five years. Elementary schools include those children from kindergarten, age five years, through twelfth. No provision is made for post-graduates unless our facilities enable us to handle these pupils without taking away time or instructional devices from the regular high school enrollment.

E. Teacher Training

There are about forty Japanese practice teachers who are enrolled for the teacher training course, which will enable them to secure practice teaching during the year and to own a State credential within the next twelve months.

F. Adult Education

1. Adult Education includes all classes on adult levels-non-English speaking classes, adult training (which is not accredited), such as carpentry, typewriter repair, sewing machine repair, tailor drafting, tractor instruction. These classes require regular enrollment and the recording of attendance. Apprentices may receive pay in some classes if the work is serving a community need.
2. College Extension Classes

The College extension classes have not yet officially started but the ground work is now laid and the classes should begin in about two weeks from today. College extension classes are accredited and must meet the requirements of the Junior College or University underwriting these courses.

MANZANAR RELOCATION AREA
Manzanar, California

FILE
Vairman &
Ferguson
Return
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January 21, 1943

MEMORANDUM TO: ALL DEPARTMENT HEADS

SUBJECT: Quarterly report from October 1 to December 31

We were notified by Washington on January 19th that a Quarterly Report covering operations between October 1 and December 31, will be due in Washington February 1.

I am asking Mr. Roy Takeno of the Free Press to gather together the material from each of you and to make the first draft of this report, which I shall edit before sending to Washington. It will probably be impossible to make the February 1 deadline in Washington, however, I do think we should have the report ready to mail from here by February 1.

The instructions from Washington state:

"The quarterly report for each relocation center should be a concise, thoughtfully organized, and reasonably comprehensive account of the major developments at the center during the period. It should NOT be merely an aggregation of divisional or sectional reports. A conscious editorial attempt should be made by the Reports Officer to synthesize the materials from the divisions, to bring out the inter-relations between various phases of project operations, and to present a well-balanced total picture.

In choosing between comprehensiveness and brevity, it is wise generally to lean in the latter direction. An incomplete report is never wholly satisfactory, of course, but it is more useful ordinarily than a voluminous tome. In short, the Reports Officer should edit this report with a highly selective eye, playing up the really important items--the facts and figures that other branches of the Authority should know about--and weeding out all the trivia and items that have only a local significance."

cc. High
Simpson
rlb.fem
RLB
Robert L. Brown
Acting Project Director

January 29, 1943

QUARTERLY REPORT

MAJOR DEVELOPMENTS AND ORGANIZATION

Education Department
Manzanar, California

Manzanar Education Department has had an eventful and progressive period from October 1 through December 31, 1942. October 5 marked the opening of the Elementary Schools; October 22, the opening of the High School. There were no chairs and few stoves, so pupils sat on the cold bare floors. Winter insulation for school buildings was delayed because completion of all evacuee housing was first in order. Consequently, there were frequent class dismissals when sand storms and cold winds blew in through the walls and floors.

There was a serious teacher shortage with the elementary department which had only 1/3 of its allotted credentialed teachers. The high school had recruited about 4/5 of its allotted teacher personnel. Inexperienced Japanese student teachers were required to take full responsibility for class loads. Disciplinary problems were serious because of underlying resentment aggravated by inadequate school housing, personnel, and supplies. Teacher housing and furnishings were slow in reaching even minimum standards of comfort. In spite of these handicaps, every effort was made to carry on the type of work pupils had started in their respective schools. Nearly 90% of the school enrollment came from the Los Angeles area and much of the Los Angeles curriculum was incorporated in our initial program. To summarize the major developments, the following is accounted:

I. PHYSICAL IMPROVEMENTS

During November procurement policies became easier, and supplies and materials were made available. Following the Manzanar incident of December 6, during which time schools were closed for five weeks, considerable progress was made with physical improvements.

1. Linoleum is now on all the floors.
2. Winter insulation is in all school buildings.
3. The individual classrooms are now partitioned.
4. Each classroom now has a stove.
5. All the elementary rooms have tables.
6. There are adequate chairs for all the pupils.
7. Each classroom has a blackboard. Almost every classroom has a bookcase or shelving for books.
8. Each classroom now has an outside door and steps.

II. PERSONNEL CHANGES

During this period the elementary principal, Mr. Marshall Miller, was killed in an airplane accident, and Mr. Clyde Simpson replaced him. There have been ten resignations, and eight teachers were added. The present teaching staff consists of 47 credentialed teachers and 34 Japanese student teachers, 27 Japanese nursery and kindergarten teachers, one Elementary Principal and one Elementary Vice-Principal, one High School Principal and

one Assistant High School Principal (who has since resigned), one Supervisor of Teacher Training, one Acting Night School Principal, one Supervisor of Physical Education and Health, and the Superintendent.

III. IN-SERVICE TRAINING AND SUPERVISION

Teachers study groups have been organized to study Manzanar school problems and work on curriculum development. The elementary division now has a centrally located workshop equipped with supplementary textbooks and materials to assist teachers in program planning and curriculum development. A well-developed professional library is now an important part of the teacher training division and is open to all teachers.

IV. BOOKS AND SUPPLIES

Manzanar community and school library numbers around 45,000 volumes. Ample school supplies are now available although war priorities hold back certain vocational and laboratory work. Manzanar Schools has a visual education department and staff that any small city would be proud of.

V. SCHOOL POPULATION

Following improvement of the school buildings, there is an increasingly better pupil attitude and general school tone since the reopening in January.

Now, 40%* of a total community population is serviced by the Education Department. A functional educational philosophy is taking shape and our objectives are crystallizing to a point where we, as educators, are now more confident as to the road we should travel in educating these people of Japanese ancestry.

* 1,400	High School
1,200	Elementary and nurseries
<u>1,500</u>	Adult Program
4,100	Total
10,000	Total population

QUARTERLY REPORT
(January 1-March 31, 1943)

3/29/43

FILE
Quarterly
Report

EDUCATION DEPARTMENT
Manzanar, California

During this past quarter the Manzanar schools have reached a very satisfying standard. Five professors from the Education department of the University of California at Los Angeles visited our schools and assured us that "Manzanar schools were twice as good as they had dared hoped for under the adverse conditions we had to meet."

Our buildings and equipment have been improved to the point where instruction can be carried on in an organized, efficient manner. With the low ceilings and classrooms of 20 x 25 feet there is not adequate cubic foot space for large classes. We have now done the best we could with the barrack type of buildings. In addition to more barrack space so that we can relieve crowded classrooms, there is a desperate need for an assembly hall where morale can be built through student body meetings, dramatics, plays, and other programs. The physics and chemistry laboratory, which was converted from a laundry room, is now well organized but is too small for classroom and laboratory work. There is no place to store high school woodshop materials and no way of isolating the noisy class work from the recitation-study work.

The teaching personnel is now adequate and was made possible through midwest recruitment by our own department. We have had surprisingly good luck with our "mail order" procedure in securing adequate teaching personnel. Although teacher housing is still inadequate, teachers are optimistic because the housing has now reached the point where it looks as if they might be occupied within the next month or so. Manzanar probably is as well off, or better, for teaching personnel as any other outside school.

Most significant is the progress in curriculum orientation on all levels. The high school has greatly improved this semester by reducing the school day to seven periods, eliminating study hall overload, and giving double periods to the vocational classes. Farm management has become a real vocational subject with 10 acres assigned to the school and a half day allowed for a well-rounded agricultural program in laboratory and field. The elementary schools have developed a practical progressive program and is doing an excellent work in unifying its staff and in encouraging individual teacher growth.

The high school graduation on March 7 was an impressive ceremony with the 85 graduating seniors in rented caps and gowns. The June graduation services will probably be held in the open-air theater and allow for a larger audience than was permitted in the use of the mess hall for the winter graduation.

There has been an all-school testing program. The Iowa Silent Reading Tests were given to the six-year high school, and the Progressive Achievement Series were given on the elementary level. These are being analyzed, and the implications for curriculum adjustment are being worked out for each level. Study groups are organized both on the elementary and

high school level for teachers. Already, much fine work in curriculum development has emerged from these groups. The high school has developed specific classes in the training of leadership among high school pupils so that they can soon work into a student government program.

In the other departments. On the adult level the academic classes show significant drop in enrollment. The vocational classes are increasing. By securing the services of a vocational education person, for whom we are now negotiating, this new trend in adult education with the emphasis on training for relocation should meet the needs of the people more specifically. The library has opened new branches in the hospital, police station, fire station, and neighborhoods. Physical improvements are still needed for good library service, and we are yet negotiating for a trained librarian. Miss Ayame Ichiyasu, our librarian recently left on relocation, and we have not been able to secure some one to take her place. The visual education building was the scene of our educational exhibit from March 22-29 which we set aside as Manzanar Education Week. During this week the school children presented a pageant, "From Many Lands", which played three nights to approximately 2200 people. There were P. T. A. meetings, parents day at school, and a P. T. A. conference at which representatives from the national, state, and local Congress of Parents and Teachers visited Manzanar and expressed a possible affiliation of Manzanar's P. T. A. with the National Congress of Parents and Teachers.

Quarterly Report
(April 1-June 30, 1943)

Education Department
Manzanar, California

During this quarter the entire school program has operated with adequate equipment, sufficient supplies of books, a full teaching staff, good weather, and no interruption of classes. The tone of the entire project has been high and this morale and good feeling has also been reflected in the attitudes of the school children.

The most important event has been the school inspection and evaluation by Dr. Aubrey Douglass of the State Department of Education and Mr. Herman Spindt of the University of California. We now have credentials of approval stating that our high school and Junior college work meets the standard requirements in California. A follow-up is being made of every high school transfers to inquire if each pupil were registered without loss of credit. We expect to keep a continuous check on all high school transfers to insure protection of their credits.

Within the present space allotted to the schools, the physical improvements have been completed. We hope that the building program approved by the WRA can be completed this summer. The school auditorium is the most critical need. The classrooms are too crowded and if the building program can get under way during the summer we can begin classes next fall with larger classrooms.

ELEMENTARY

On the elementary level Mr. Simpson reports greatest improvement in the nursery centers under the supervision of Miss Schauland. The teachers are responding to the intensive in-service training program, most of the nursery centers have been redecorated by the parents with WRA materials, and the attendance for nursery schools has reached the unusually high standard of 97%. The school newspaper, Junior Red Cross, intramural sports and other combined grade activities have done much to unify the scattered elementary school groups.

SECONDARY

Improvement in classroom appearance, participation of the student council, organization of a science club and choral reading group, and honor roll system has been developed during the past quarter. The half-day farm management class is now operating successfully with 6 acres under cultivation and the animal and chicken projects are now getting under way. A considerable percentage of the high school staff has resigned and it will be necessary to do some recruiting this summer.

ADULT EDUCATION

The total enrollment of Adult Education Department remains about the same but there has been a decided shift on the types of class work. More emphasis is based on vocational training. More attention is given to

Adult English classes because of the emphasis on relocation. The fear of not being able to speak English, after relocation has caused an increased interest in English classes. The Junior College was officially recognized and accredited by the State Department of Education. There was a decided decrease of over 50% in the Junior College enrollment. Attention toward relocation has discouraged Junior College work. The Current Event and Social Science lectures still have from 500 to 600 people in each class meeting. A comparable class in English has been started by an Appointed Personnel teacher. The Adult English Department has done more in counselling, publicizing, and education for relocation than any other group on the project.

LIBRARY

Of all the departments in Education, the library has undergone the greatest improvement. For several months Manzanar was without a trained librarian. On May 15 Miss Ruth Budd began to reorganize the library system. Staff changes and organizational changes have been made and a formal in-service training has been initiated. Useless fiction and old books have been removed from the shelves, cataloguing is underway, requisitions have been placed for more books of the reference type for the high school library. The library system now consists of high school study hall library, main community library, fiction branch, and elementary supplementary book library. This will soon be combined with the educational professional library and four stations.

GUAYULE

The guayule work has progressed evenly during the last three months and data for three publications are being completed. The staff was decreased and the work coordinated by Mr. Fowler, agricultural vocational teacher. On his departure the work was taken over by Mr. Abel of the high school science department. Guayule now has orders to disband as per Myer's letter of June 17. Plans are being made to compile the research necessary for the three publications underway.

VISUAL EDUCATION

During the quarter the Visual Education sponsored flower arrangement exhibit, point ration exhibit, fine arts exhibit, oil painting and water colors exhibit, and relocation exhibit. A Board of Directors has been organized for the Visual Education and Museum. Board members consist of people in the community who are acquainted with suitable exhibit material and who can develop the department.