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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 books 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 a 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, and 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 education 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 collections. 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

HIGH SCHOOL LIBRARY

file Lib.

Magazine expiration dates (Cont):

April

Newsweek
Parents' Magazine
X 50 Popular Mechanics
Popular Science Monthly
Saturday Evening Post
Scolastic Coach
School and Society
Science Newsletter
Scientific American
Survey Graphic
Theater Arts
Town Meeting

May

American Magazine
Capper's Farmer

July

August

Safety Education
Vocational Trends

September

Country Gentleman
Educational Leadership
Time

December

Journal of National Education Association (?)
Monthly Labor Review
School Science and Mathematics

HIGH SCHOOL LIBRARY

Newspaper expiration dates:

February
Oregonian

March
Seattle Times

April
New York Times

July
Twin Falls Times News

December
Salt Lake Tribune

HIGH SCHOOL LIBRARY

Magazine expiration dates:

January

Victory Bulletin

February

Art News

Industrial Arts and Vocational Education
Nation

Pacific Affairs

Science Digest

March

Athletic Journal

Atlantic Monthly

Booklist

Consumer's Research Bulletin

Current History

Education Digest

English Journal

Gregg Writer

Natural History

Nature

Outdoor life

Practical Home Economics

Reader's Digest

Reader's Guide to Periodical Literature

Recreation

Vital Speeches

April

Asia and the Americas

Better Homes and gardens

Business Week

Deabater's Digest

Education for Victory

Etude

Far Eastern Survey

Forecast

Fortune

Good Housekeeping

Harper's Bazaar

Harper's Magazine

Hygeia

Life

McCall's Pattern

Mademoiselle

National Geographic Magazine

News

The study hall-library is for the use of students who wish to study or read and the atmosphere in the room must, at all times, be such as to make it easy to do so. A social hall is available for those students who have no studying to do during the times of the day in which it is not convenient for them to be at home.

The following rules have been drawn up by a committee of the Student Body Constitution Council to be followed until such time as a regular student body organization can make permanent rules. This committee has also taken steps to see that these rules will be put into effect.

STUDY HALL-LIBRARY RULES AND REGULATIONS

1. There will be no smoking permitted at any time in the school study hall-library.
2. There will be no card playing of any type permitted in the school study hall-library.
3. Students will not be permitted to sit on table tops in the school study hall-library.
4. Loitering will not be permitted in the school study hall-library.
5. No outsiders will be permitted in the school study hall-library during school hours without the permission of the proper authorities.
6. A student body committee will control the school study hall-library at all times under the supervision of the librarians.

All violaters of the rules and regulations, after a given warning, will be denied the privilege of using the school study hall-library for a certain period of time instead of appearing before the student body committee and faculty advisors for a special conference.

THESE RULES AND REGULATIONS WILL BE EFFECTIVE JANUARY 7, 1943.

Libraries 23, 7, 31

John R. Rosta

Date JUNE , 1943

Book Circulation	Adult	Juvenile
General Works-----000	15	
Philosophy-----100	83	
Religion-----200	4	9
Social Sciences---300	201	73
Language-----400	12	
Science-----500	322	64
Useful Arts-----600	222	45
Fine Arts-----700	48	10
Literature-----800	102	46
900-909		
History-----930-999	363	18
Travel-----910-919	105	23
Biography-----B-920	162	8
Total Non-fiction-----	1639	296
Fiction-----	1699	1199
j books		417

Current Periodicals---	656	73
Pamphlets-----	65	

TOTAL BOOK CIRCULATION 3338 1912

MINIDOKA PROJECT LIBRARIES

Block total book 5250

1. Magazines should be entered as "current periodicals."
2. Do not count magazines and pamphlets in TOTAL BOOK CIRCULATION.
3. S.C. are entered under "fiction".
4. The following should be ready in the morning of the first day of each month:
 - a. Daily circulation records for the month
 - b. Total circulation record for the month
 - c. Seattle loan circulation for the month

PLEASE BE ACCURATE. CHECK ALL TOTALS.

JAPANESE total boks.	2563
periodicals	237
total bks.	5250
periodicals	729
pamphlets	65

(over)

Complete circulation total
(incl. mag. pam. & books)

8,844

8,844

Oct. 28th, 1942

The following suggestions of items to be considered in building Resource Units were made by teachers at the general staff meeting on Saturday, October 25th, 1942. The order has been changed and some explanatory statements have been added.

I. Title of Resource Unit

This should be as suggestive as possible regarding the nature of the unit. It should also state the grade level or groups of pupils for which the unit is planned.

II. Pupil Problems

This is a list of all problems or topics in which the pupils might be interested. A list of topics will become a subject matter outline. The problem form is recommended because it will encourage a functional use of the unit.

III. Purpose of the Unit

This may consist of a general statement and sub-divisions which could be called objectives. The following should be kept in mind:

- a. Our general aims
- b. Our curriculum design
- c. Objectives stated in terms of pupil behavior are easier to evaluate than other statements.

IV. Material

A. From the community

1. Persons (colonists and Caucasian staff)
2. Librarian (community and school)
3. Places to see (excursions and rock gardens)
4. Moving pictures
5. Still pictures (advertising material)
6. Homes (model apartment)
7. Material for handicraft (sagebrush)
8. Community activities
9. Curriculum bulletins
10. Hobby collections
11. Advertising material

B. From outside of the community

1. Radio
2. Newspapers and magazines
3. Books - texts and library (basis for requisitions)
4. Motion pictures (entertainment, advertising, and instructional)
5. Government publications
6. Advertising material (circulars, pictures, and exhibits)
7. Speakers

V. Activities

This should include all possible activities in which the pupils with their interest in the problems listed above, can use the materials listed above, to move in the direction of the purpose or objectives listed above. If these activities are stated to apply to this specific unit, they will be more helpful. Rather than "clay modeling," say "Modeling Marca's Home with Clay."

VI. Evaluation

It is impossible to measure all pupil growth with pencil and paper tests. Therefore, other methods of evaluation than these tests should be listed. This part of the unit will be more easily developed if the objectives have been stated in terms of pupil behavior. The evaluation suggestions should be for continuous use throughout the unit and should make possible self-evaluation by the pupil.

P.S. It must be kept in mind that these Resource Units will contain all possible suggestions only part of which will be used in developing any specific Teaching Unit.

PROPOSED PLANS

Get materials for teaching and work them in such a shape that they can be given out--this will include books, pamphlets, and bulletins.

While we have the temporary library set-up, appoint someone to do the job in the school as a sort of school textbook library, which will ultimately be in the main library.

Organize tests and place orders for them at once.

Forms needed--reports of attendance from teachers to attendance office, pupil account forms, pupil program forms, life plans and educational plans forms, pass slips.

Have lists of subjects required for graduation from Idaho schools - both 8th and 12th grades.

Meet with core counselors and plan program for registration.

See plan of temporary school facilities and make analysis of their use to see how we are going to come out and to see the limitations the buildings are going to hold.

Investigate the possibilities for part-time work at the very outset. It has been suggested that one of the things we can do in the early days of our school is to enroll a lot of the older boys and girls on a part-time work program.

Think through a system of proposed plans for enrolling students in the core classes and setting up other classes as that enrollment proceeds.

THE HIGH SCHOOL LIBRARY will be moved from Dining Hall 23 to Building 2, Apts. D, E, & F in Block 23. Dining Hall 23 will be used as a social room for students.

CLASSIFICATION OF TEACHERSMr. Light, Miss Bennett, Mr. Pomeroy, and Mr. Kleinkopf will get together to make recommendations for re-classification of school teachers, elementary and high school. In the discussion the present status of secretaries will be taken into consideration. At present 16% of the workers on the project have a C-classification, which according to the Washington Office should be 8 - 7% and some projects have a low percentage as 3%; however it must be remembered that the number of appointed personnel on this project is fewer than that of other projects.

Hunt High School
Hunt, Idaho
April 27, 1945

Below are listed a few of the many books in the Federated Church Library (25-5-D) that will be enjoyed by the high school students.

Biography

Taylor, Mrs. Howard, Border of Yale '09
Bartlett, Robert M., They Dared to Live
Carroll, Mary T., The Man Who Dared to Care
Wallace, Archer, Blazing New Trails

Fiction

Crayson, David, The Friendly Road
Douglas, Lloyd C., Green Light
Morris, Kathleen, Mother
Kingsley, Florence M., Titus, a Comrade of the Cross
Johnston, Howard A., The Son of Nicodemus
Douglas, Lloyd C., The Robe

Miscellaneous

White, Edwin E., Highland Heritage
Searle, Robert J., Author of Liberty
Bell, William A., African Bridge Builders
Cartwright, Frank T., Life Has No Ceiling (A Romance of Changing China)
Moore, John Milton, The Challenge of Change
Russell, Nellie H., Cleanings from Chinese Folklore
Bays, Worship Programs and Stories for Young People