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# PRE-SCHOOL EDUCATION



WAR RELOCATION AUTHORITY  
Manzanar, California

PRE - SCHOOL EDUCATION

War Relocation Authority

Manzanar, California

## PREFACE

The following report on Pre-school education in Manzanar has been written for the purpose of documenting and appraising our present nursery-kindergarten program. It does not represent the ideal pre-school program for a relocation center but I believe it does represent the best type of program that can be organized around untrained teachers, barrack classrooms and a very limited budget.

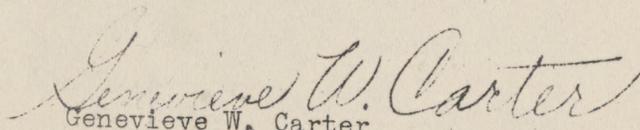
The education staff at Manzanar believes that nursery and kindergarten education are a continuous part of the elementary school program. A child centered educational philosophy has its greatest opportunity to function on the pre-school level but should continue to shape the school curriculum, altering through the grades to meet the needs of developing maturity levels.

Manzanar has been fortunate in having an Elementary School Principal, Mr. Clyde Simpson, and a Pre-school Supervisor, Miss Mary Schauland who had the leadership and enthusiasm to make such a program possible.

The Pre-school report written by Miss Schauland describes the organization and program she has developed with the cooperative interests of parents and evacuee teachers. Miss Schauland's rich background in elementary school class work, in supervision and administration and in nursery education well qualifies her for the splendid job she has done.

Achievement under the pioneer conditions at Manzanar always represent a tremendous amount of energy and resourcefulness. The results which Miss Schauland, her teaching staff and pre-school parents have accomplished have been made possible under difficult handicaps.

To all those who have participated in developing the Manzanar Pre-School program I offer my sincere commendations.

  
Genevieve W. Carter  
Superintendent of Education

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## INTRODUCTION

As a direct result of the war in which the United States is now engaged thousands of America's young children of pre-school age, whose mothers are employed in war industries, are being cared for in Nursery Schools or Care Centers which have been set up through special State and Federal legislation as a practical war necessity.

But what is happening to many other pre-school children all of them American citizens by right of birth, but who because of their Japanese ancestry are today segregated with their parents in War Relocation Areas set aside as another war emergency. These children are living in crowded family barracks, with little play space and almost no play equipment. They are in a home atmosphere of adult insecurity, uncertainty, and emotional problems where opportunities for healthy normal development are very meager.

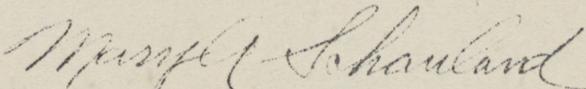
From the very beginning of the segregation of their children, to the Manzanar War Relocation Center, parents were aware of the need for provisions that would counteract the adult fears and attitudes that were being reflected in their children. The Educational Administrative Staff also was conscious of these needs and was further motivated by the philosophy that these children were entitled to the rights of every child in a democracy, namely, "the right to health, happiness, and normal development". As a result of this mutual interest and understanding provisions were made for the organization of a school program for children of pre-school age.

Today, 400 children at Manzanar between the ages of  $2\frac{1}{2}$  and 6 years are attending half day sessions on Nursery and Kindergarten levels. While in some relocation centers Pre-Schools may be a part of the Recreation Program or the Community Welfare Department, it is the philosophy of the Superintendent of Education at Manzanar to include the Pre-Schools as a part of a continuous Elementary Education Program from Nursery School through the sixth grade. The Pre-Schools, therefore, are administered by the Principal of Elementary Education and supervised by a member of the Elementary Staff trained and experienced in the Pre-School field.

Manzanar Pre-Schools have emerged from the pioneer stage and have gone a long way in providing an environment planned for the safety and all round development of its children. Here, American standards for learning and social development are the pattern. Much credit is due to the evacuee teachers who direct the daily activities of the young children and to the evacuee Parent Coordinator who interprets the program to the community and the community to the Supervisor in charge of all phases of the Pre-School Program. Their resourcefulness, loyalty, and courage in the beginning stages of the program and their desire to enrich their own background through

constant in-service training and professional study has given to their pre-schools a well earned place in Manzanar's Elementary Education Department.

The following pages will give in limited detail a description of the Pre-School program as carried on in Manzanar: its organization, physical setting and equipment, children's activities, a typical daily program, the Staff, in-service training program, Parent Education program and the relationships with other community agencies. This narrative is supplemented by pictures taken of the children at some of their normal daily activities. These together can, however, only partially tell the story. One must actually be privileged to see these children at work and at play in their pre-school environment in order to interpret the results. We can safely assume that, because of these opportunities provided for them, they are better adjusted, freer from emotional strains and happier children. In Manzanar, the Americanization program begins on the Pre-School level.

  
Mary A. Schauland  
Supervisor of Pre-Schools

PRESENT PRE-SCHOOL STAFF

Superintendent of Education ..... Dr. Genevieve W. Carter  
Principal of Elementary Schools ..... Mr. Clyde L. Simpson  
Supervisor of Pre-Schools ..... Miss Mary A. Schauland  
Parent-School Coordinator ..... Mrs. Kameyo Fujiu

Nursery School Teachers

- |                         |                         |
|-------------------------|-------------------------|
| 1. Midori Kaji          | 8. Yuriko Takeda        |
| 2. Mary Fumiko Kakoi    | 9. Hatsuye Wakamoto     |
| 3. Toshiye Kobata       | 10. Mary Watanabe       |
| 4. Miyoko Kusunoki      | 11. Lily Tsuyako Yamada |
| 5. Chiyoko Nagamine     | 12. Agnes Tanaka Yonai  |
| 6. Michi Shiraki        | 13. Sadae Yoshioka      |
| 7. Helen Masako Tabuchi |                         |

Kindergarten Teachers

- |                           |                 |
|---------------------------|-----------------|
| 1. Verina Arita           | 4. Yuri Odahara |
| 2. Miriko Nagahama        | 5. Sanaye Sato  |
| 3. Mary Shizuye Nagashima |                 |

Teachers Who Have Received Pre-School  
Training But Have Relocated Within the Past Year

Nursery School Teachers

- |                      |                                  |
|----------------------|----------------------------------|
| 1. Yoshiko Aoyama    | 5. Mrs. Kim Ikemura              |
| 2. Chizuko Hayashida | 6. Mrs. Fuyuko Sakai             |
| 3. Takeyo Kawahara   | 7. Mrs. Mary Takemura Takayanagi |
| 4. Lillie Kawatsu    | 8. Mrs. Masako Uno               |

Kindergarten Teachers

- |                      |                 |
|----------------------|-----------------|
| 1. Mrs. Adeline Asai | 2. Frances Kudo |
|----------------------|-----------------|

Note: One of the major difficulties in carrying on the Pre-School Program has been the loss of trained teachers through re-location. A nucleus of 8 Nursery and 2 Kindergarten teachers have been with the Program from its beginning and have formed the teaching backbone of the program.

PRE-SCHOOL STAFF



## ORGANIZATION OF THE PRE-SCHOOL PROGRAM

The Pre-Schools of Manzanar are a part of the Elementary Schools. They are organized for children of two age levels: children between the ages of  $2\frac{1}{2}$  and five and the five year olds. Members of the younger group are designated as Nursery School children; the five year olds as Kindergarten children.

There are eleven Nursery School and five Kindergarten units housed in nine Elementary School buildings conveniently located in various community neighborhoods. Each of nine of these units has its own indoor playroom and outdoor fenced in play area. One Nursery and one Kindergarten share the same physical set up but operate on different time schedules. Each is equipped for its specific age level group.

The Pre-Schools are in session daily from Monday through Friday, throughout the calendar year. The two and three year olds are enrolled for morning sessions, the four year olds for afternoon sessions. There are four morning and one afternoon session for the five year olds. All pre-school children attend school half a day. The half day session makes it possible for more children to be enrolled and what is perhaps more important, provides a guidance program divided between the home and the school.

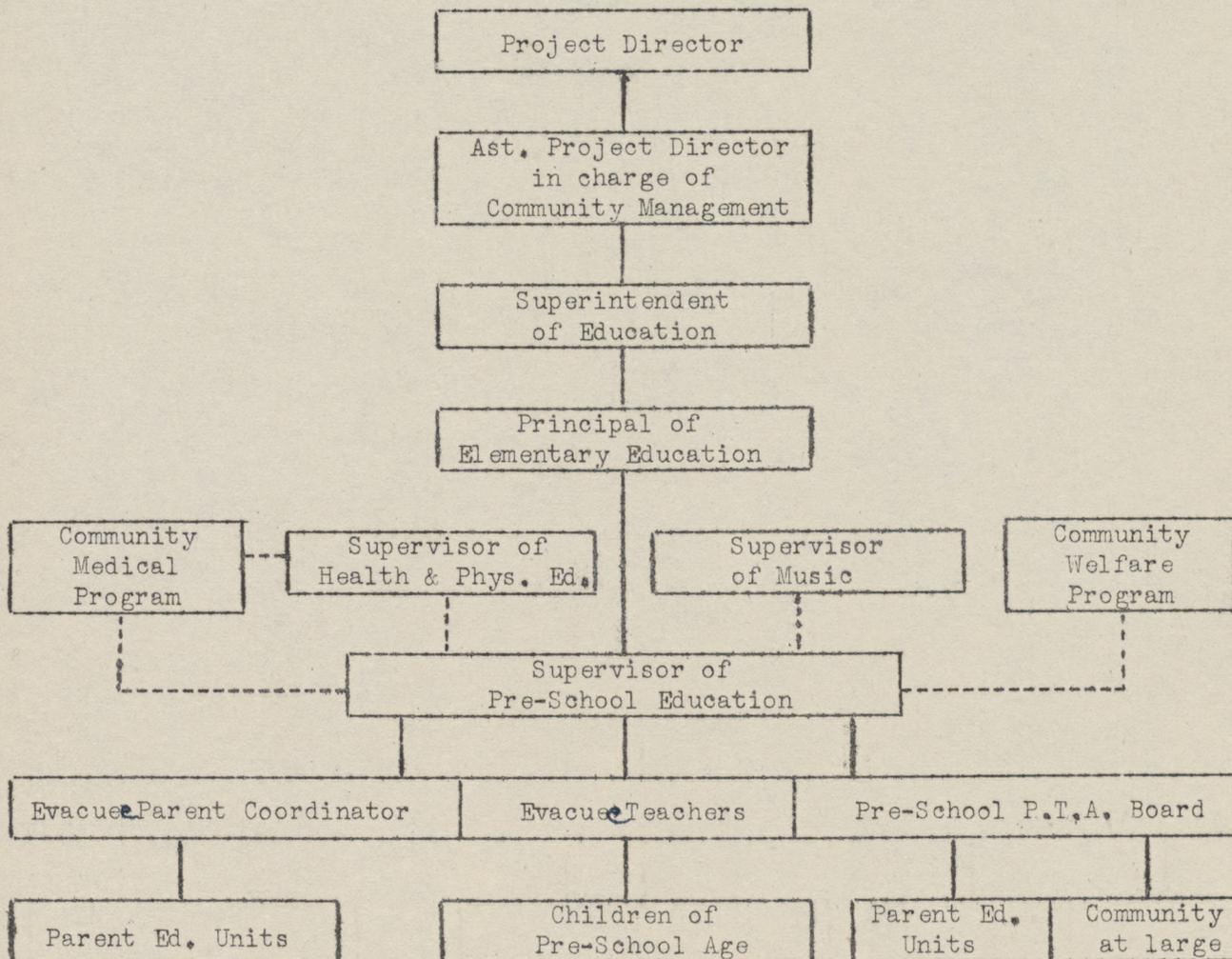
The length of the daily session varies from  $2\frac{1}{2}$  to 3 hours. Morning hours are from 8:30 to 11:30 and afternoon hours from 1:00 to 3:45. The minimum length of the kindergarten session is  $2\frac{1}{2}$  hours. Most Nursery School children are in attendance 3 hrs daily. The average number of children enrolled in a Nursery unit is twenty-five. This varies somewhat according to the indoor floor space available. The Kindergarten enrollment per unit ranges from fifteen to twenty-five again depending upon the size of the indoor floor space. The maximum Nursery School enrollment during the present school year was 300 and for Kindergarten 145. This enrollment will be decreased by approximately 24% when segregation to Tule Lake becomes effective. But there are many children on the waiting list ready to fill the vacancies left in the Nursery Schools.

The Superintendent of the Education Department has delegated the administration of the Pre-School Program to the Principal of the Elementary division who, in turn, has delegated the immediate administration and supervision of the program to a member of his appointed personnel staff qualified and experienced in Pre-School education and supervision. With the approval of the Principal of Elementary Education the Supervisor of the Nursery and Kindergartens formulates and carries out all Pre-School policies within the W.R.A. limits; selects and trains all evacuee teachers who direct the children's activities; supervises the work of all teachers in the field; is director of the Pre-School Parent Ed. program; coordinates the Pre-School-Parent-Community relationships and is a member of the Pre-School P. T. A. group in an advisory capacity. An evacuee assistant to the Supervisor interprets the program to

the community and the community to the Supervisor and serves in an advisory capacity to chairmen of all Pre-School Parent organizations. She also substitutes for absent teachers, assists the Supervisor in work-shop activities and field distribution of supplies, and in reports and records.

In the health phase of the program the Pre-School Supervisor confers with the Supervisor of Health Education while in the field of music the program has been enriched through the cooperation of the Elementary Music Supervisor. Both have conducted training classes for the Pre-School teachers, the one in first aid and the other in music methods.

The following diagram will illustrate the organization of the Pre-School department.



## THE SCHOOL PLANT

### Housing and Outdoor Space

Manzanar Pre-Schools are housed in the same barrack type of building as the Elementary classes. Most of them occupy one end of an Elementary School barrack. The floor space per unit is influenced by the number of Elementary classes housed in the same building.

When the Elementary classes were first organized some of the Pre-School units operated next to Elementary classes sharing the same room without partitions separating the two groups. In some instances there were even three groups, as for example, a 4th grade, 1st-grade and Nursery School. The Nursery Schools at that time emphasized an indoor program. This added to the general confusion of both teachers and children.

The rooms were bare and unattractive, without color. There were no standard size tables and chairs suitable for the needs of the young children. Windows were uncurtained. Floors showed large cracks between planks.

Outdoor play areas were undefined. This increased the difficulties of supervision. Pre-School children mixed with older children, crossed streets unnoticed or dashed off at sight of their mothers. The outdoor equipment consisted of a sand box and a few crude tables and benches.

During the past year every effort has been made to provide a wholesome environment for children of these impressionable years. The indoor playroom now is a cheerful homelike atmosphere. Fathers purchased calcimine and tinted the walls in pastel shades. Parents enameled the furniture to harmonize with the wall-tinting. The enamels and paint brushes were supplied by the Elementary Education Office. Parents and interested block neighbors constructed, out of orange and apple crates and odd scraps of lumber, open toy cabinets, storage blanket shelves, movable screens, book shelves, supply cabinets and play-house equipment. Bulletin boards display the children's work as well as teacher-training bulletins and timely pictures, articles, and charts of special interest to Parents of Children of pre-school age. Windows are attractively curtained. The curtains were the contribution of the Pre-School Parent Organizations. Heavy linoleum covers the floors. Children work and play at tables and chairs adapted to their growth needs.

A generous out door space, approximately square, is available for active play. Parents cut and hauled branches and constructed the rustic fences which now enclose the play areas. The fences protect the children from traffic dangers and serve as a barrier to older children and Parents and make the supervision of children's activities more effective. Playgrounds are covered with fine gravel hauled and distributed by fathers.

### Play Equipment

The play equipment is simple, but growing in quality and quantity. No distinct line is drawn between the Nursery and Kindergarten play materials because there is much overlapping of interests and skills. Any differences that exist are due to the children themselves, their abilities and past experiences, and the nature of the guidance given them. Most kindergarten children, however, have finished experimenting with the more familiar materials and are utilizing them to carry out purposes.

On all Pre-School levels there is equipment to encourage both active and quiet play, and selected to foster the child's social, intellectual, aesthetic and physical development. The emphasis is upon materials which will stimulate creative activities and the child's use of the English language.

For the large muscle activities the slide, swing, stair-platforms, walking board, ladders, teeter, saw-horses, and wagons invite varied exercise. Ready at hand are wheel-barrows for transportation of sand or blocks, and large hollow blocks to be merely carried from place to place by the two and three year olds or used for organized construction purposes by the four and five year olds. For imaginative and dramatic play there is the play-house corner equipped with dolls, dishes, tables, cabinets, cradles, beds, and dressup materials. Boys and girls alike enjoy "playing house."

There are easels, newsprint, paints, and crayolas for the embryo artist. Kindergarten children usually have a story connected with their art which they enjoy telling to the members of their discussion groups. Clay produces anything from pancakes to airplanes. Many small enameled blocks of varied shapes and sizes afford table or floor construction activities. Stringing colored beads, manipulating peg boards, and pounding bingo-bed pegs are of especial interest to the youngest pre-school children. Hammers and saws for bench-work activities for Kindergarten children have been ordered.

A library table with picture books and story books is always inviting. Here may be found the child who enjoys to look quietly at a picture book or a group of children eager for a story by their teacher. The Pre-Schools have their own circulating library and also have access to books borrowed from the community and elementary libraries.

Several centers have a piano; some have triangles, bells, home-made xylophones and drums, rhythm blocks and other musical instruments which contribute toward enriching the young child's musical experiences. For music appreciation and rhythmic suitable records and a phonograph may be borrowed from the music department.

Nature study is enjoyed in all Centers in a simple way. In the playrooms may be found bowls of goldfish, jars of insects, and growing plants. In the summer, nature study excursions are taken by the older Pre-School children with their teacher.

The source of the play equipment has been varied. Some has been contributed by outside organizations such as the "Friends Service Committee". Many of the small toys were constructed in the craft shop within Manzanar and donated to the Pre-Schools. From funds secured through a carnival sponsored by the P.T.A., swings, slides, and teeters were purchased. Funds raised by the Pre-School P.T.A. at a Christmas bazaar were partially used to purchase wagons, wheelbarrows, locomotives, airplanes, boats, seat-peg-boards, dolls and dishes, and large hollow blocks. Fathers are constructing the blocks in the High School wood shop. When enameled, they will add to the children's enjoyment.

The Elementary Education Office is the source of such supplies as newsprint, poster-paints, crayolas, clay, construction paper, paint brushes and scissors. This department is also supplying walking boards and sandboxes.

The Pre-School parents contribute small monthly membership dues (ten cents per family) and use this fund chiefly for simple social parties for the children. The Parent Organizations have a reserve fund of several hundred dollars to be expended for further equipment, recommended by the Supervisor, and to be used in replacing worn-out equipment. Recommended Pre-School standards are used in making equipment selections in as far as war conditions effecting procurement makes this possible.

Parents enjoy bringing their children to the Pre-School environment to which their efforts have contributed and the children are developing happily in this atmosphere.

## A DAY IN THE PRE-SCHOOL

Both Nurseries and Kindergartens have a daily program schedule which of necessity is subject to change because no program can be satisfactory for every day of the year. Emphasis is on a well-balanced program, allowing plenty of time for the more important activities and routines, and on a planned sequence for the day's events.

Health inspection is given when the children first arrive. The toilet and rest routines are scheduled at certain periods. Individual toileting is assumed by most of the older children. Other activities, such as outdoor and indoor play and teacher-controlled groups, are woven into the program at about the same time and in the same order day after day. This is necessary in order that the children may acquire a feeling of regularity and security and a freedom from **strain and fatigue** that would be impossible to secure from a daily program depending upon the whims of children or sudden desires of adults.

There are factors peculiar to Manzanar which influence the scheduled routines. The toilet and clean-up periods take much time and additional supervision because the fixtures are of a type that were planned for adults without consideration for the needs of very young children. The coming and going of adults using the same community toilets also interferes with the effectiveness of this routine. Controlled toileting and sterilization of individual toilets for Pre-School use is an impossibility. Often flooded floors, a daily cleansing procedure, will of necessity alter this schedule.

Children need to drink much water. Standard drinking facilities are not available. Teachers meet this difficulty by having the children cup their hands to drink from them after hands have been washed. No milk or fruit juices are available for mid-morning nourishment because of food control regulations. Children are encouraged to drink more water to help meet this need.

Nursery groups are divided at certain periods in the daily program in order to allow for more individual attention and to avoid overstimulation of the young children by the older. This is possible in the Nursery Schools because each unit is staffed by a minimum of two teachers but not in the Kindergarten where only one teacher is in charge of a unit.

In the Nursery Schools some routines and activities are emphasized which most Kindergarten children have outgrown. Except for the health routines a large part of the Nursery School program is devoted to free play (self-chosen activities). Kindergarten children assist the teacher in planning their activities. Because of their development in social group interests, organized work and play and group discussions are emphasized in the Kindergarten children's daily program. On both levels, however, children have opportunities to play and work alone if they so desire.

Growth in language development is of special importance to these children of Japanese ancestry. The majority enter Nursery School unable to speak a word of English. Ability to speak good English is an essential qualification for the Pre-School teacher for with her rests mainly the responsibility to guide these non-speaking English children in their first use of the English language.

To encourage the use of English in the Pre-Schools, many stories are told and read to the children, poems and finger-plays are used, and pictures and books in large quantities are desirable. Social play opportunities are planned, many songs are learned and special activities encouraging speech are stressed. Only in extreme emotional incidents does the teacher speak to the child in Japanese and this occurs only on the Nursery School age level. "Tell me in English" is a familiar phrase used by the teacher in speaking to the Nursery School children.

Following is a copy of a Nursery and Kindergarten daily program schedule as is followed in Manzanar always making allowances for elasticity but keeping a program activity sequence.

(See next page)

THE DAILY NURSERY PROGRAM  
(For two and three year olds.)

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8:00 - 8:30 Teacher Preparation.

8:30 - 9:15 "Good Morning"; Health Inspection; Hang up Wraps; Toileting; Wash Hands; Drink of Water.

9:15 - 9:45 Free Play for all.

Group I

9:45 - 10:00 Toileting, wash hands, and drink of water for younger group (2 yr. olds).

10:00 - 10:30 Rest Period for younger group.

10:30 - 11:00 Special activities (teacher directed) for children of Group I.

Group II

9:45 - 10:15 Special activities (teacher directed) for older children (3 yr. olds).

10:15 - 10:30 Toileting, wash hands and drink of water for older children.

10:30 - 11:00 Rest for children of Group II.

Groups I and II

11:00 - 11:20 Quiet Activities (Stories, Poems, Finger plays, songs).

11:20 - 11:30 Pick-up time; Put away toys.

11:30 - 11:40 Dismissal.

THE DAILY NURSERY PROGRAM  
(Afternoon Session For Four Year Olds)

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1:00 - 1:30 "Good Afternoon"; Health Inspection; Toileting, Wash hands, Drink of water.

1:30 - 2:45 Sleep.

2:45 - 3:00 Toileting, wash hands, drink of water.

3:00 - 3:30 Free Play alternating with Special activities, teacher directed.

3:30 - 3:45 Pick up time - dismissal.

CHILDREN'S WORK AND PLAY ACTIVITIES



Paint and brushes offer an experimental outlet for expression.



The development of simple manipulative skills.



Body control gained through "walking the plank".



A lesson in "taking turns" through the use of the slide.



The sandbox encourages simple social play.

CHILDREN'S WORK AND PLAY ACTIVITIES CON'T



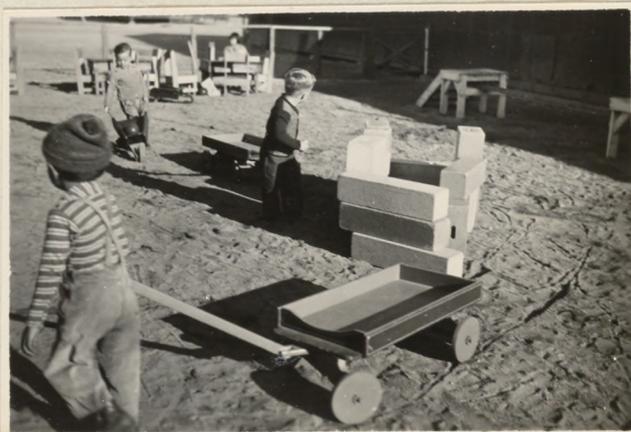
"Playing House" is an activity that has a natural interest for young children.



Large hollow blocks offer opportunities for cooperative and constructive play.



Children help to take out the play equipment.



Wagons are useful in transportation activities.

THE DAILY KINDERGARTEN PROGRAM  
(For Five Year Olds)

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Note Please: It is necessary to have some general division of time but any time schedule should be subject to change. A schedule elastic in regard to time but consistent with respect to sequence periods for conformity of growth.

8:45 - 9:15 Arrival of children - "Good Morning"; Hang up wraps; Health Inspection.

9:15 - 9:45 1. Work Period: Children plan and are helped to plan their activities for the first part of the morning or - - - See 2.  
2. Self-chosen activities: woodwork, painting, clay modeling, cutting, sewing, block building, and construction, using materials at tables, play-house activities, free dramatic play, caring for plants and pets.  
3. Put away work materials - Help put the room in order.

9:45 - 10:05 Group Period: Group discussion a) examination of work, conversation - work freely discussed by children; b) stories, poems, pictures.

10:05 - 10:25 Group Toileting (with teacher supervision), wash hands, drink of water. (Habits of courtesy are observed).

10:25 - 10:45 Rest Period: (children get individual mats, spread them on the floor, lie down on mat and cover. While children are still resting, teacher may play soft music, read a short story or poem).

10:45 - 11:05 1. Group Musical experiences: Singing, rhythms, use of rhythmic instruments, (or) imaginative spontaneous expression of children.  
2. Science: Discussions of animals, plants, insects brought in by teacher or children; daily weather (keeping a chart).

11:05 - 11:30 Out-door play activities - - - simple games; singing games; large muscle activities.

11:30 - 11:45 Pick up time - dismissal.

Note:

1. The afternoon kindergarten program will follow the same sequence of events as scheduled for the morning session.
2. The Kindergarten Program for the current school year includes activities centering around 2 units of work, "Home and the Farm".

FIVE YEAR OLDS IN ORGANIZED GROUP ACTIVITIES



Learning to enjoy pictures of good quality.



Stories and poems are read to children either in group or as individuals.



Singing some of the "favorites" with piano accompaniment.



Nature study centering around the goldfish bowl.



Future "Naturalists".

## THE HEALTH PROGRAM

The activities and provisions of the Pre-School in regard to health may be classified chiefly as preventive and specific aids to Parents. All children are immunized against small pox, diphtheria, and typhoid before entering Pre-School. This service is available through the hospital clinic.

During the half hour immediately preceding the scheduled opening of each daily session each child is examined by the teacher and is allowed to remain if able to pass this health inspection. If the child shows any indication of on-coming illness the teacher sends the child home with a recommendation to the Parent to isolate the child and, if necessary, to take him to the hospital clinic. Every child, excluded for more than three days illness, is reentered only upon the issuance of a doctor's release.

Regular routines are scheduled for health inspection, toileting, washing hands, drinking water, active and quiet play periods, and rest and sleep. Children learn to cooperate in these routines and to develop constructive attitudes toward them. Floor mats are provided for the rest periods. Children bring blankets from home and return them over the weekend for laundering. The Nursery children who attend morning sessions have a half hour rest period in a reclining position. They are not encouraged to sleep. But the afternoon Nursery Session for the four year olds is primarily a sleep program. This age child has little opportunity at home for a day nap. All Kindergarten children also have a period of relaxation in the reclining position.

Minor injuries to children such as scratches, skinned knees and slight bruises are cared for by the Pre-School teachers. These teachers have received or are now in classes that will enable them to secure their first aid credentials. These classes are given by the Supervisor of Health. If the injury is more serious, the teacher takes the child home to the Parent or calls an ambulance to take the child to the hospital.

Services of the Public Health Nurse are available for children, also the hospital clinic, without fees. The director of health and physical education examines, weighs and measures children at stated periods and refers the physically handicapped children to the hospital for special examinations.

The health program has also a safety phase. Playyards are kept free from glass, rusty nails, rocks and other articles that might injure children at play. Equipment is inspected for splinters and other hazards and reported for repair services or removed until repair work can be done.

Parents are expected to take all reasonable precautions against sending the child to school when the child shows symptoms of any communicable disease, also to take advantage of the hospital clinic services.

It has been due to these precautionary methods taken by the Pre-School teachers and the cooperation between departments that the percentage of absence due to illness has been low and no major accidents have occurred.

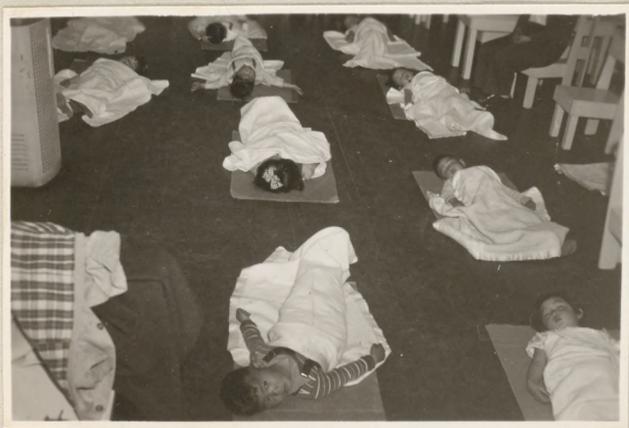
HEALTH ROUTINES



"Am I well enough to stay and play?"



"It's toilet time - We're on our way."



Learning to relax during the morning rest period.



Four-year olds have their afternoon nap at school.

## TRAINING OF PRE-SCHOOL TEACHERS

### The Present Teacher Training Program

There are two phases of training: pre-entry and continuous in-service training. Candidates for pre-entry training are carefully selected for their general educational background, (a minimum of High School education), their correct and fluent use of English, personal appearance, no speech defects, their suitable personality qualifications for work with young children and parents, and their professional interest. Age of the applicant is also carefully considered, preference being given to those who come within the limits of 21 and 35. All accepted candidates are American citizens and of registered loyalty to the United States.

A thirty day trial period is required of all trainees. During this probationary period the trainee is directly supervised by the head teacher of the group to which she is assigned so that her training grows both through practice and through being supervised. She takes part in daily conferences with the head teacher and the other assistant in the group.

The Pre-School Supervisor introduces the trainee to the members of the Education administrative and teaching staff. She provides her with training bulletins on Pre-School methods and techniques. She observes the field work of the trainee and holds informal conferences with her on the basis of these observations. The trainee attends all weekly staff training sessions.

At the close of the probationary period the trainee is given a regular field assignment provided her work as a trainee is promising and if she is interested in continuing in the Pre-School program.

### In-Service Program

The in-service training program is carried on mainly through weekly staff training sessions, field supervision by the Supervisor, individual and group conferences with the Supervisor, teacher exchange within the program, field demonstration by the Supervisor, work-shop activities, training bulletins and a professional reading program.

There are separate weekly meetings for the Nursery and Kindergarten groups in problems related specifically to their program. But the two groups unite in courses that are given to enrich their general background as for example a course in "Growth and Development of the Individual".

### Pre-School training has covered the following subjects

1. Aims and Objectives of the Pre-School Program in Manzanar.

2. Organization and Administration of the Program.
3. Job analysis of the Teacher's work.
4. Teacher-Parent-Community Relationships.
5. Characteristics and Typical Needs of Young Children.
6. General Methods and Techniques For Use in Nursery Schools and Kindergartens.
7. The Particular Contributions of Pre-School Education.
  - a) in the promotion of health and physical development
  - b) in the stimulation of mental growth
  - c) in the guiding of personality and social development
  - d) in the stimulation of creative and appreciative abilities and interests (clay modelling, sand play, block and paper construction, painting, drawing, literature, music).
8. A Study of Approved Equipment for Pre-School Age levels.
9. Housing and Play Area standards.
10. Pre-School Safety Precautions
11. First Aid.
12. Records.
13. Pre-School Music and rythms.

In addition to training in the above subjects the Kindergarten teachers are receiving training in:

1. General organization of the Kindergarten
2. The Kindergarten Curriculum
3. Language development
4. Singing games and rhythmic
5. Dramatic play and games
6. Units of work on Kindergarten age level
  - a) Home Unit
  - b) Farm Unit
7. Organized group discussions
- \*8. Informal experiences with the tool subjects; reading, writing, spelling, arithmetic.

\*Note: The experiences leading to the direct use of the tool subjects bridge the transition from Kindergarten to First Grade. These experiences are not emphasized in any formal way in the Kindergarten but the teacher is alert to use opportunities for the development of interests by means of both individual and group activities. Situations which give opportunity for reading, writing, and spelling arise in a variety of ways and are basic to a reading-readiness program. Number and measure enter into many of the children's play experiences.

Teacher training in the Pre-Schools has been stimulated not only through a natural desire on the part of teachers to improve their teaching techniques but by an automatic salary reclassification upwards after six months training and on the recommendation of the Supervisor. Plans have also been made to issue a Pre-School Credential to teachers on completion of one year of continuous in-service training and satisfactory field teaching.

TEACHER - PARENT TRAINING



Parent chairmen planning program objectives with the Pre-School Supervisor.



The Pre-School teacher's training combines theory and practice.



Teacher-Parent training in a laboratory situation.



"Finding my blanket" while Grandpa looks on.

## THE PARENT - RELATIONSHIP PROGRAM

When a child is enrolled in a Pre-School Center, the Parents of that child automatically become members of the Pre-School-Parent organization. Active participation in the Parent organization and payment of dues entitles a member to voting privileges and constitutes an "active" membership. Most of the Parents are active members.

There are seven well-organized Pre-School Parent groups. Each group has its own chairman and staff officers whose activities center around the school program of the Pre-School units of a specific district. A central Executive Board coordinates the activities of all seven Pre-School organizations.

The members of the Executive Board are the chairmen of the seven Pre-School Parent organizations, the Pre-School Supervisor representing the Elementary Education Office, the Pre-School Parent Coordinator, and a Parent representative chosen at an open meeting of all Pre-School Parents. This representative of all Pre-School Parents is Chairman of the Executive Board. She is also the Pre-School representative on the general P. T. A. Board.

Each Parent group cooperates closely with the teachers in charge of the Pre-Schools in a specific district. The Parent activities are non-administrative and non-supervisory. Parent groups sponsor simple parties for the Pre-School children; formulate ways and means of raising funds for school equipment; organize Parent work-shop activities such as the making of curtains and doll clothes and decorating the play-rooms; and construct and repair play equipment.

The Pre-School Parent groups carry on other phases of a Parent-Education program. These range from social gatherings planned for the Parents themselves to sponsoring a series of Community lectures on Pre-School education.

Each Parent group holds monthly meetings to plan activities centering around its specific school units. Teachers usually attend these meetings so as to keep in close touch with Parent plans and to interpret Pre-School Administration policies whenever necessary.

The Pre-School P. T. A. Executive Board also holds monthly meetings. Unit chairmen report on their district activities and help to formulate future program plans which they in turn discuss with their own unit staff. The Pre-School Supervisor acquaints the Board members with pertinent administrative details and acts in an advisory capacity to the Board members.

Among the outstanding objectives of the Pre-School Parent Organizations for the current year are the encouragement of a closer Parent-Hospital-Clinic cooperation, the sponsoring of a class in basic English for non-English speaking Parents, and a survey of the community to interpret the Pre-School Program to Parents of Children of Pre-School age not yet enrolled.

## THE PRE-SCHOOLS IN THE COMMUNITY

Pre-Schools are generally thought of in relation to their influence upon the life of the young child and the ways in which they can help in parent-child relationships. But their influence extends beyond these boundaries into the community itself.

The Pre-Schools prepare the child for the more formalized school program of the Elementary grades. The child enters the first grade socially adjusted and with some knowledge of the tool subjects (reading, writing, spelling, arithmetic) which was acquired indirectly through Pre-School play and work shop experiences. Because of these experiences Pre-School children can more readily make their adjustment in the next step of Elementary education.

Parents are helped through their active participation in the Parent Organizations and the daily visits they make to the school with their children. Because of this help they are better Parents and therefore are making a definite contribution to the betterment of the community.

The hospital clinic is frequently visited by Pre-School Parents. They are taking greater advantage of this free service for the young children and are thus advancing the health program sponsored by the Pre-Schools.

The Manzanar Craft Shop has made toys for the Pre-Schools and the High School Work-Shop is open to Parents for the construction of play equipment.

The Library department prepares a set of file cards for books in use in the Pre-Schools and processes all new incoming books. Pre-School teachers may also have books from the Community Library for their children's use and books from the Professional library for their own improvement.

The Visual Education building has housed Pre-School exhibits during School week and was the center for Christmas "gift" week in which the Pre-Schools participated.

Some of the Pre-School centers are used on Sundays by the Churches for adult services and Sunday School classes. The attractive atmosphere of these centers contributes to the church setting. A cooperative program is worked out between the church organization, the Pre-School teachers, and the Educational Office.

Children of Kindergarten age from the Children's Village attend the Pre-Schools. The Children's Village is under the direction of the Community Social Welfare Department.

Community Mess Halls have contributed most of the empty orange and apple crates from which so much of the Pre-School equipment has been made. The mess halls also were the center of the series of lectures sponsored by the Education Office for Pre-School Parents and other interested adults. Pre-School announcements are frequently made through the mess halls.

Nearly a thousand members of the community visited the Nursery Schools during open house night. Parents and teachers acted as hostesses on this occasion. The visitors had an opportunity to see the children actively engaged in activities adapted to their age level. Refreshments were served by the members of the Parent Organization. An exhibit of children's work was interpreted by the teachers to guests.

The Pre-Schools are a happy place for the young children of Manzanar. It is here that these children are learning to adjust emotionally and to develop normally and it is through the School-Parent Relationship Program that Parents are finding wholesome outlets. How far reaching the influence of the Pre-School Program is only the future can tell for the children who are now participating in this program are the American citizens of to-morrow.

