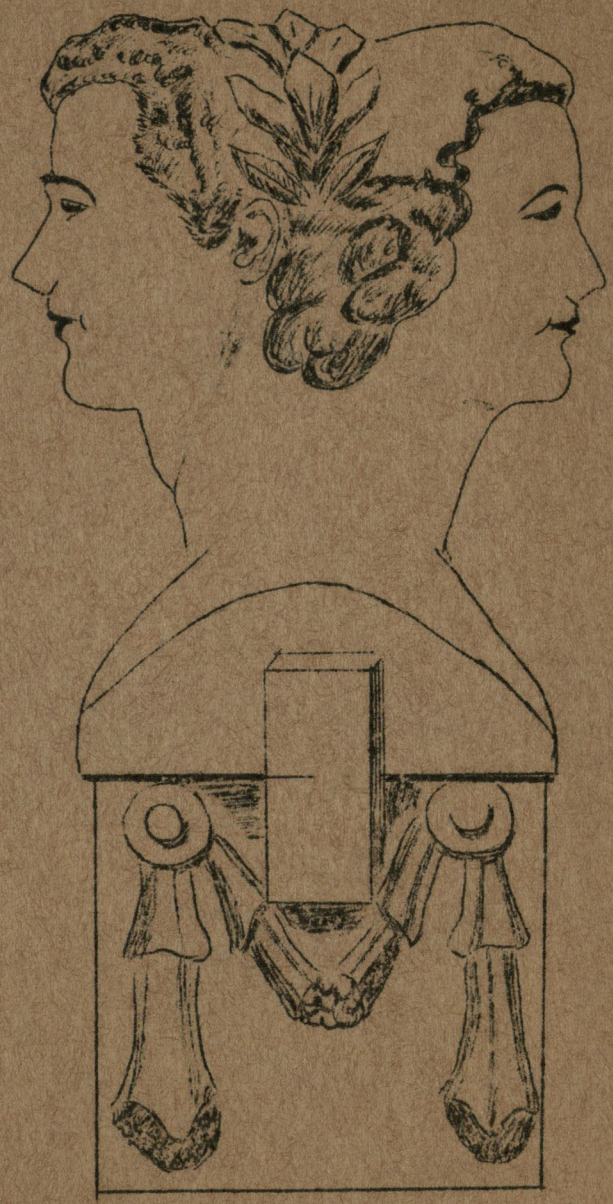


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# HEALTH AND PHYSICAL EDUCATION



EDUCATION SECTION  
WAR RELOCATION AUTHORITY  
*Manzanar, California.*

THE HEALTH and PHYSICAL EDUCATION PROGRAM  
at the  
MANZANAR WAR RELOCATION CENTER

A Report Prepared by

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Superintendent of Education

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## Chapter I INTRODUCTION

In the fall of 1942, Manzanar was a disorganized community, with a population of 10,000 people of Japanese ancestry. Barrack housing had been hurriedly assigned, mess halls were organized for each block and an emergency hospital in barracks had been established. Each resident on arrival received small pox vaccine and typhoid vaccinations. Medical records had been transferred with the evacuees, and doctors and nurses had already arrived with the first evacuee group. A community health program of a pioneer type began with the beginning of Manzanar.

A school health program began to develop before the opening of the first school term. There were several meetings with the evacuee doctors and nurses who were in charge at that time regarding a temporary policy of procedure between the medical division and the schools. Procedures in re-entry of school children who had been ill, use of the medical clinic during the school day, and medical inspection for the Nursery Schools were established. A re-entry system was worked out for isolation and absence from school of children with contagious diseases or children who were disease contacts.

Over 2300 school children from over 200 different California schools had been brought together under a new school program to be taught by teachers and administrators who had never before worked together and who had many different ideas as to the best philosophy to follow and the type of program to develop. The first several months of the school program were involved in securing sufficient physical space for classrooms and procurement of school furniture, equipment, textbooks, and classroom supplies. There were no buildings suitable for physical education. It was necessary to maintain an outdoor program. The sand and dust were several inches thick over the entire center. There were wind and dust storms which made the outdoor program impossible at times. On such days the children would be brought inside the barracks and given hygiene and physiology or instruction in rules for games that could be tried out later when the weather was satisfactory. The school health program has been constantly changing, but always toward a better developed program. The project medical division was unsettled because of an incomplete hospital and the lack of an appointed personnel Medical Officer. After school had started in the fall of 1942, a Medical Officer was appointed and the hospital staff was moved into their present quarters. The quality and quantity of the school health program has varied from time to time depending upon the available hospital staff and peak work loads caused by epidemics or special clinic sessions. However it has been possible for the Health Staff to meet and outline with the school administrators policies and procedures that could be carried out without personal supervision from the Health Staff. A carefully worked out method of referral of student health problems to the Health Staff has been quite satisfactory.

## Chapter I

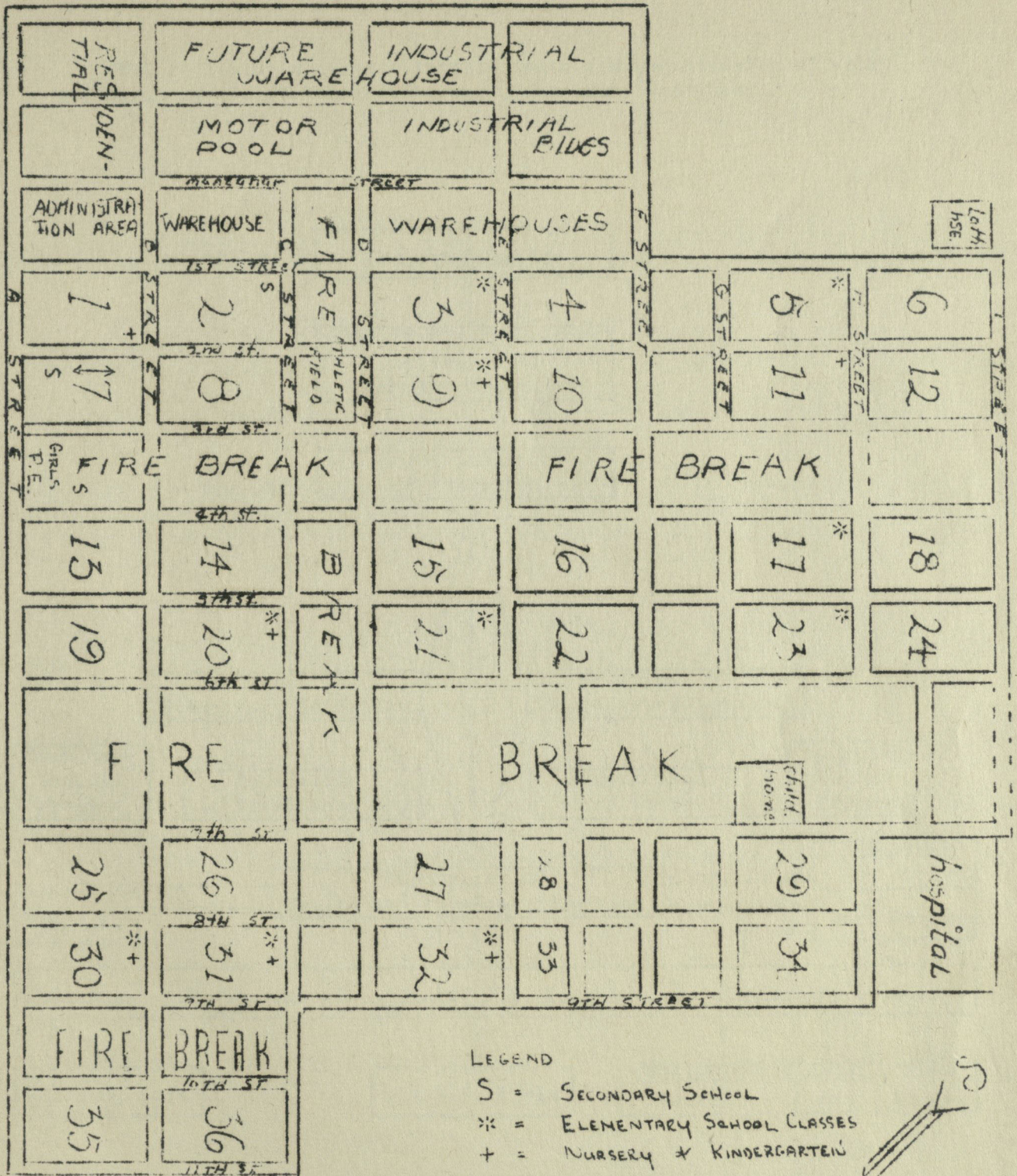
During the first two years of the Manzanar school program, the Supervisor of Health and Physical Education gave full time to her supervisory duties. Since the school enrollment and budget has been decreased, it has become necessary for the Supervisor to teach two Science classes. It has always been her responsibility to recruit both regular and substitute physical education teachers and to take classes herself when emergencies arise.

The diagram on the following page describes the field of work covered by the supervisor of health and physical education. Approximately one-third of her time has been spent on the elementary school program with in-service training of teachers and providing bulletins and materials for teachers and in the coordination of the health program with the Medical Section. Because of the Supervisor's previous experience in group work organizations and Red Cross, she was called on for other community duties such as Chapter Director of the American Red Cross, Board membership in the YWCA, and as the sponsor in Girl Scout Activities. It was necessary to drop these community duties when a teaching load was added to her responsibilities.

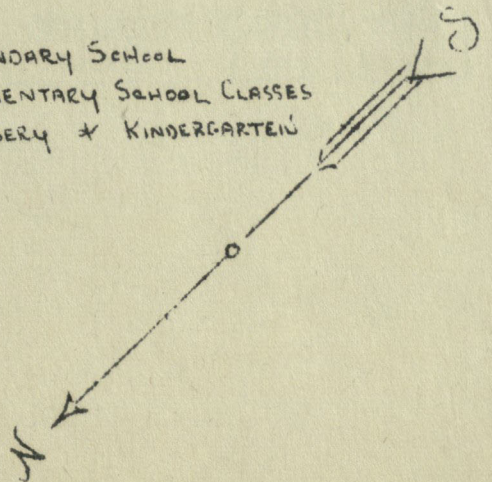
The Supervisor must plan and order all the equipment for both the elementary and secondary schools. Part of her regular duties has always been to plan and supervise the construction work in the school playgrounds and in the high school athletic fields. She has taken an active part in the teachers' meetings since the daily physical education health program, as well as special events such as play day pageants, intramural games, requires the enthusiasm and support of all teachers.

Because of the nature of a community where a federal agency has highly organized sections, it has not been possible for the school children to carry on a health program at school which would lead into their community life. The meals are already planned and cooked and there is little opportunity for practice of nutrition plans by students. A public health nurse and a medical social worker carry into the community a program already organized under the Health Section. Community sanitation has been well supervised by a Sanitarian at the hospital and necessary construction is properly carried out by the Public Works Division. The school program has placed its emphasis on physiology, personal hygiene, games and group activities that lead into better socialization and certain aspects of mental hygiene.

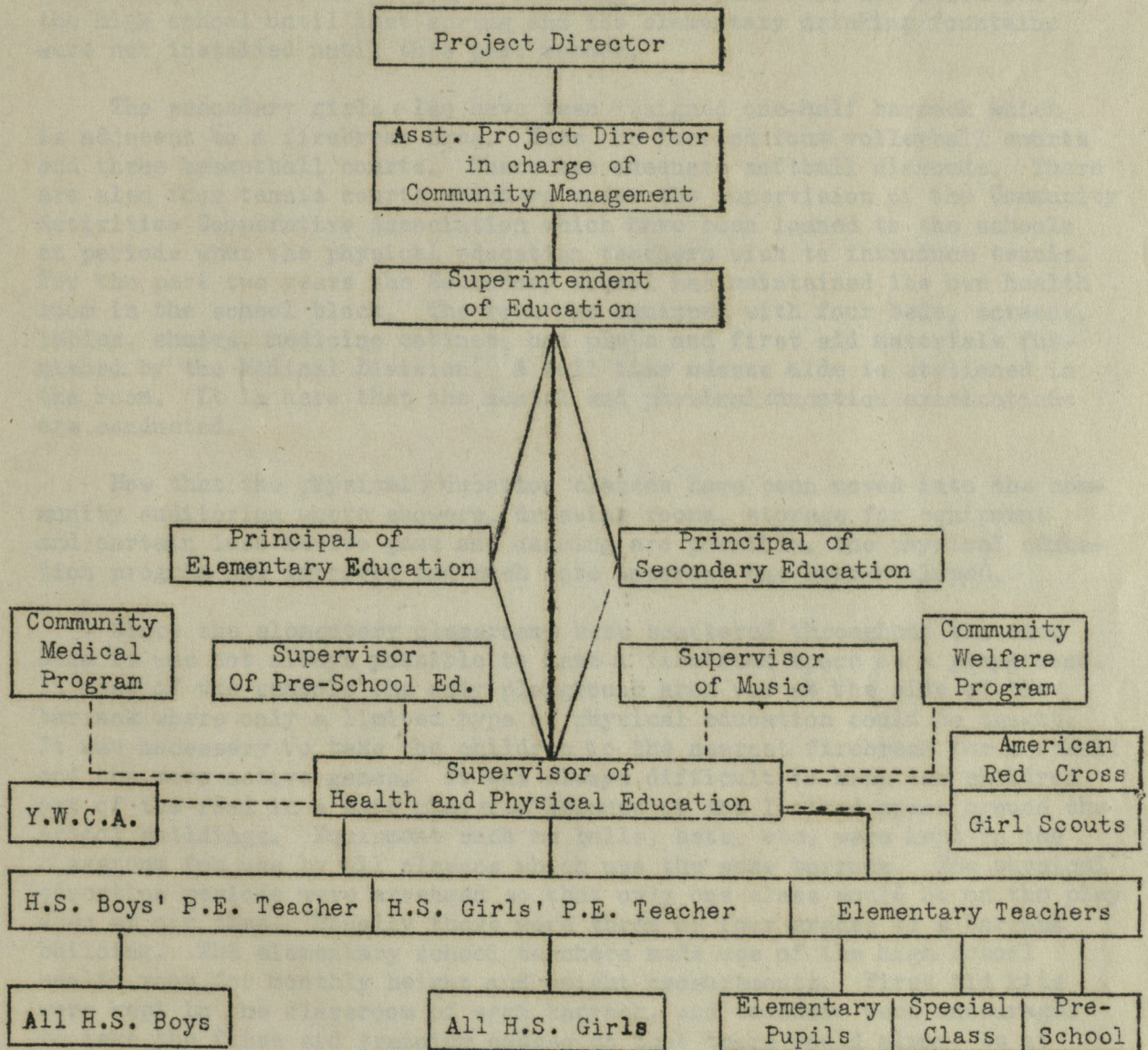
From the accompanying diagram of the map of the Manzanar War Relocation Center it can readily be seen that the physical education program must adjust itself to the geographical distribution of school classes. During the past two years the elementary school classes have been scattered throughout the community as indicated by the symbol (\*). The nursery and kindergartens are indicated by the symbol (/). The secondary athletic fields and physical education buildings are indicated by the symbol (S).



MAP of  
MANZANAR  
RELOCATION CENTER



The following diagram will illustrate the organization of work performed by the Health and Physical Education Supervisor.



High school boys were assigned one-half barrack adjacent to a fire break. There are five volleyball courts for boys and four basket ball courts. Softball diamonds are plentiful but lack adequate backstops. The boys have a ten piece obstacle course--planned similar to the St. Mary's pre-flight training school course. The obstacle course was built by Public Works Division and although the construction is not perfect in every detail it is quite adequate for the program. Drinking fountains were not installed in the high school until last spring and the elementary drinking fountains were not installed until this past summer.

The secondary girls also have been assigned one-half barrack which is adjacent to a firebreak area. Here are located four volleyball courts and three basketball courts. There are adequate softball diamonds. There are also four tennis courts which are under the supervision of the Community Activities Cooperative Association which have been loaned to the schools at periods when the physical education teachers wish to introduce tennis. For the past two years the Secondary school has maintained its own health room in the school block. The room was equipped with four beds, screens, tables, chairs, medicine cabinet, hot plate and first aid materials furnished by the Medical Division. A full time nurses aide is stationed in the room. It is here that the dental and physical education examinations are conducted.

Now that the physical education classes have been moved into the community auditorium where showers, dressing rooms, storage for equipment and certain less active game and dancing are possible, the physical education program has improved and much more interest has been developed.

Since the elementary classrooms were scattered throughout the camp area it was not always possible to have a firebreak space as a playground. In most of the schools the only playground area was at the side of the barrack where only a limited type of physical education could be taught. It was necessary to take the children to the nearest firebreak for softball and the more active games. It was always difficult to keep the children out of the road in a safe play area because of the limited space around the school buildings. Equipment such as balls, bats, etc, were kept in the classroom for use by all classes which use the same barrack. The physical education periods were arranged so that only one class would be on the play area at one time. Usually there were three or four grades to a barrack building. The elementary school teachers made use of the high school health room for monthly height and weight measurements. First aid kits were kept in one classroom of each barrack, and teachers were encouraged to take the first aid training course so that there would always be at least one teacher in each barrack who had completed her first aid course. The same procedures were followed for all the nursery and kindergarten barracks and every barrack had one teacher who had her first aid certificate and first aid kit. The play area of both nursery and kindergartens were fenced off from the adjacent area as a safety measure for the small children. In most cases there were rustic fences made from twigs and branches gathered out of the farms and built by the parents. The consolidation of the elementary school in the one block has made possible a great improvement in the physical arrangement of play ground space and in the organizing of the elementary health and physical education program.



The boys have a more complicated method of selecting squads due to the fact that size and weight cause considerable more difference in their games than among the girls. Each boy is weighed, measured and his age taken. From a standardized table a certain number of points are given for each. After compiling this individual data on each boy they are placed in class A, B, C, D or E. Their class remains the same until their height, weight and age has changed so that they fall in the next classification. Squads in the boys classes are then composed of boys of very nearly the same size and ability. Games and contests in most of their activities are played only with groups that are similar. This method of classification also facilitates the issuing of grades that are fair between the students of different sizes and ages. In some activities it is possible for all groups to compete together.

#### List of activities for girls

- a. Volleyball
  1. Skills, techniques and rules
  2. Games
- b. Basketball
  1. Skills, techniques and rules
  2. Games
- c. Softball
  1. Skills, techniques and rules
  2. Games
- d. Speedball
  1. Skills, techniques and rules
  2. Games
- e. Tennis
  1. Skills, techniques and rules
  2. Games
- f. Mass calisthenics and marching
- g. Dancing and rhythm work
  1. Folk dancing
  2. Ballroom dancing
  3. Square dancing
- h. First Aid
  1. The American Red Cross Junior First Aid  
\*Note: Some of the students are not seventeen years old so it is necessary to teach the Junior rather than the Senior Course.
- i. Health Instruction
  1. Basic physiology of human body
  2. Health and Personality
  3. Health and its importance to success
  4. Communicable disease control
  5. Tuberculosis
  6. Special speakers from Medical Staff
    - a. Problem of Manzanar girls

The division of time allotted to each unit is not necessarily consecutive. For example the units on First Aid and Health are taken up on days that outdoor activity is not possible. The weather somewhat prescribes the activity.

#### List of Activities

- a. Volleyball
  1. Skills, techniques and rules
  2. Games
- b. Basketball
  1. Skills, techniques and rules
  2. Games
- c. Softball
  1. Skills, techniques and rules
  2. Games
- d. Touch Football
  1. Skills, techniques and rules
  2. Games
- e. Mass calisthenics, marching
- f. Obstacle course training
- g. Tumbling
  1. Track and field events
- h. Dancing
  1. Social
- i. First Aid
  1. American Red Cross Junior Course
- j. Health Instruction
  1. Basic physiology of human body
  2. Special talks on Sanitation by Medical Staff
  3. Dental talks

The above outlines show the scope of work covered in both the girls and boys physical education classes. Regular six week grading periods are used in Physical Education as in the other subjects of the curriculum. In order to give grades that are reliable both written and practical tests are given throughout the school year. Grades are based on: 50% achievement, big muscle activities; 10% body mechanics, carriage and posture; 10% character traits exhibited in games, sportsmanship and helpfulness; 10% health habits as shown by cleanliness and personal appearance; and 10% rhythmic and gymnastic skills.

In the teaching of health it was felt that there was a need for basic physiology before anything else. The first term there was a six weeks course of basic physiology. The students made notebooks, oral reports during class, and written reports at the end of the term. The major problem in this teaching was keeping lectures on a seventh grade

level. After rearranging class so that upper and lower classmen were in separate classes, health teaching has been more effectively carried on.

The Secondary School has a Health Room, located in the center of the school area. A nurse's aide is employed to take care of minor first-aid cases and students who become ill at school. She is supervised both by the Public Health nurse and the Supervisor of Health and Physical Education. Daily reports from the Health Room are sent to the Medical Staff. These reports serve two purposes: (a) to provide a check for students who have been asked to report to the Hospital for further treatment and (b) to provide information for the physician of what has been done for the student. The same rule that applies to the Elementary pupils in case of absence because of illness applies to Secondary students. If a student is absent from school for three consecutive days because of illness he must present a release from the Medical Staff before reentering school. Requests from teachers for examinations for students whom they have noticed, are placed on blanks made for that purpose and sent to the Hospital. The Medical Staff then makes an appointment for the student and the examination or treatment is given. A complete dental and physical examination has been given every student in the Secondary school. The monthly height, weight charts are made by each student through scheduled times in the Physical Education class period.

The Health Room is adequately furnished with four beds, tables, chairs, medicine cabinet, scales and first aid supplies furnished by the Hospital. The Health Room has proved to be very useful since each Secondary teacher knows that the room is always open and a nurse's aide on duty.

The Secondary students have several clubs organized in physical education activities. The "Campus Strutters" is a group of twenty girls who are baton twirlers. Through the Student Council, they have been able to provide uniforms for themselves. This group has performed at many school and community functions. The Girls' Athletic Association has been able to sponsor all of the intramural games. A point system has been set up so that those who have earned points receive school letters. The girls' letter club is composed of girls who have earned their letters. The boys have a similar organization, the "Lettermen's Club". Points are earned by participation in intramural games. In both of these organizations, scholarship must be at least "C" before the student is eligible for participation. Intramural games are played in volleyball, football, softball, tennis and basketball. Dances, hikes, parties and other social affairs are given by the various clubs. The Girls' Athletic Association has planned a Play Day to which they have invited girls from the four nearby towns. It is expected that two hundred girls will take part in the activities of the Play Day. The Boys' Lettermen's Club has planned a track meet for all groups of boys in Manzanar.



Inverted "V" Ladder Obstacle Course



Straddle Run Obstacle Course



Fence Vault Obstacle Course