

### Schools May Not Coerce Uniformity

Struggles to coerce uniformity of sentiment in support of some end thought essential to their time and country have been waged by many good as well as by evil men . . . . As first and moderate methods to attain unity have failed, those bent on its accomplishment must resort to an ever increasing severity. As governmental pressure toward unity becomes greater, so strife becomes more bitter as to whose unity it shall be. Probably no deeper division of our people could proceed from any provocation than from finding it necessary to choose what doctrine and whose program public educational officials shall compel youth to unite in embracing. . . . Those who begin coercive elimination of dissent soon find themselves exterminating dissenters. Compulsory unification of opinion achieves only the unanimity of the graveyard. . . .

There is no mysticism in the American concept of the State or of the nature or origin of its authority. We set up government by consent of the governed, and the Bill of Rights denies those in power any legal opportunity to coerce that consent.

### Freedom of Thought Includes Right to Differ in Important Matters

The case is made difficult not because the principles of its decision are obscure but because the flag involved is our own. Nevertheless, we apply the limitations of the Constitution with no fear that freedom to be intellectually and spiritually diverse or even contrary will disintegrate the social organization. To believe that patriotism will not flourish if patriotic ceremonies are voluntary and spontaneous instead of a compulsory routine is to make an unflattering estimate of the appeal of our institutions to free minds. We can have intellectual individualism and the rich cultural diversities that we owe to exceptional minds only at the price of occasional eccentricity and abnormal attitudes. When they are so harmless to others or to the State as those we deal with here, the price is not too great. But freedom to differ is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to things that touch the heart of the existing order.

If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein. If there are any circumstances which permit an exception, they do not now occur to us.

We think the action of the local authorities in compelling the flag salute and pledge transcends constitutional limitations on their power and invades the sphere of intellect and spirit which it is the purpose of the First Amendment to our Constitution to reserve from all official control.

## A Cooperative Community Program at Manzanar

### Visual Aids Especially Useful

A visual education and museum department which serves not only the schools but also the community as a whole has been developed at the Manzanar Relocation Center for people of Japanese ancestry, located in central eastern California, according to a report of the program which recently reached the U. S. Office of Education. During the summer months, exhibits of an educational and general nature were shown throughout the center.

A fine arts exhibit, world of science display, posters on the national rationing program, exhibits of elementary, secondary, and adult school activities, and similar displays were a part of the special presentations prepared in the schools.

The importance of visual education in a community as heterogeneous as Manzanar cannot be minimized, the report states. Such creative exhibits served not only as an outlet for talents and interests of students, but afforded an effective means of reaching all residents of the community, regardless of their educational background or knowledge of English.

### Center Activities Coordinated

Unlike the average American community, the center could offer its residents only a few of the normal vacation-time activities. There were facilities for various recreational and leisure-time activities but there remained the problem of providing a full and useful summer program for 2,400 school-age children. As an education official at Manzanar described the problem, "Our schools could not shirk their responsibility simply because the regular school term had come to an end."

A population of 10,000 people, hemmed into a mile square area, still existed. The housing facilities were not wholly adequate and could not provide space for naps and rest for preschool children. There were no back yards where children could play. Eating in a mess hall, the close proximity of unrelated families, and restrictions on movement outside the center sharply limited the scope of family activities generally associated with summer vacations. Manzanar offi-

cial therefore realized from the start that the schools must be made an integral part of community life, completely related and coordinated with community welfare and recreational activities.

Schools at the center were not set up as independent institutions. School buildings and equipment were constantly being used by other agencies and for diversified activities after school hours; school personnel accepted additional community obligations; parents built a well-organized and active parent-teachers group to share school problems and responsibilities. Because of labor shortages, students, especially the older ones, carried heavy work responsibilities. A school that was so much a vital part of the community could not plan and develop a summer program apart from other institutions in the center.

### Representative Committee Selected

In order to plan a comprehensive summer-school and activities program, a committee was selected, composed of representatives from the schools, churches, welfare groups, health agencies, and community recreational groups. In cooperation with parents, teachers, and project staff members, a thoroughly integrated program was developed which included all phases of education, recreation, community development, and summer activities. In addition to a well-planned school program, the ground work for community and group activities was laid, and every effort made to provide a completely balanced summer program.

### The School Program

After a 2-week vacation period beginning July 3d, during which there was an organized program, Manzanar students turned their attention to the contemplated summer-school program. Throughout the summer months, classes for nursery children and for elementary and secondary students were held, offering a wide variety of courses, and giving special attention to problems of language, speech, arts, and adjustment to community life.

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**Nursery School, Kindergarten, and Elementary Programs**

Nine nursery centers, taught by 20 evacuee teachers under the supervision of an experienced nursery education specialist, were maintained throughout the summer. Kindergarten classes were conducted by 8 evacuee teachers and one non-Japanese kindergarten teacher. Special care was given to those children needing aid in vocabulary building and speech improvement.

The elementary program for the summer provided for two types of school experience, remedial and activity. Regular academic classes were held daily for approximately 450 elementary pupils. In addition, an integrated program of activities for elementary students was initiated, and classes were held both during morning sessions and for a short period each evening. Activity classes and projects included art, dramatics, music, dancing, agriculture, and nature study, and were conducted in five barrack buildings set aside for that purpose. Through this combined academic and activity program, a well-balanced schedule for each of the 1,400 elementary school children was provided.

**Secondary School Program**

One problem, peculiar to relocation center high schools, came about because evacuation from the Pacific Coast last year disrupted normal educational progress for many students. When families were resettled at Manzanar, it was found that about 950 high-school students would be placed in the "odd half-year group." It seemed important, therefore, to eliminate this group so that teachers and courses could be more effectively utilized. Accordingly, a summer step-up program was offered, enabling those students who were in the odd-year group to take advanced courses and thus begin the fall term on an equal footing with even-year students.

Thirty-two teachers were assigned to the step-up program, and for 6 weeks classes were held in double periods. When the fall semester began, students who had completed the step-up course successfully were placed in regular even-year classes.

Supplementing this regular academic program, secondary school students were encouraged to avail themselves of new library books and magazines as a basis for "free reading" during nonschool hours. The high-school study hall library was made the center of activity. Special shelves of material, graded according to

individual reading ability, were provided for group reading.

Students formed their own clubs as the need was felt, rather than organizing clubs suggested by teachers or project officials. The science club, high-school chorus, high-school orchestra, and similar groups already developed at the school continued active throughout the summer. In addition, students were encouraged to organize other groups, such as a dramatic club, creative writing club, physical education club, and other organizations in which there was a common interest.

**Adult Education**

Life in a relocation center depends to a great extent upon what the residents make it. Evacuees at Manzanar are free to develop and improve living conditions in accordance with their own desires, so long as basic WRA policies are respected. The popularity of adult education and the desire for self-improvement as evidenced at the center resulted in the inclusion of summer courses for adults. These were designed to give adult students an opportunity to learn or improve skills and crafts, as well as to develop an understanding of Americanism and good citizenship.

The adult education program for the summer was divided into three parts: (a) vocational training and retraining, with particular emphasis on agriculture, cooking, beauty culture, and other related trades; (b) adult English and Americanization training, including courses in oral and written expression and English usage; and (c) special forums, educational movies, current events, problems of relocation, and other matters of joint interest. The use of library facilities was encouraged, and the inclusion of motion pictures on American ideals, history, heroes, and traditions afforded a new and effective method of reaching the adult population of Manzanar.

**Community Activities**

The regular arts, crafts, sewing, recreation, victory gardening, sports, and music programs carried on by the Community Activities Section were extended throughout the summer months. Here, teen-age boys and girls, as well as adults, found a place for their interests and talents. Throughout the summer, community festivals, contests, dramatic presentations, and sports were provided for community participation and enjoyment. The program was supervised by

a Civil Service staff employee, but like other community ventures, it was staffed and financed by the evacuee residents.

**Schools Vital to Development**

Although Manzanar's activity program was set up primarily for the children of elementary and high-school age, it was broad enough to include all community residents. While the schools contributed much to the summer program, officials of the center stressed the important community services of other agencies and institutions which work with youth. Cooperatively, a well-rounded program was planned and developed and all community resources were directed toward the continuous development of the young American citizens at Manzanar.

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**Promotes Conservation Education**

Michigan is promoting conservation education through its two State departments most concerned, i. e., the Department of Conservation and the Department of Education.

The former has recently issued a 294-page bulletin, *They Need Not Vanish*, characterized in the *Michigan Education Journal* as "Michigan's first attempt to offer the teachers of the State a coordinated basis for teaching conservation of our natural resources."

The bulletin is designed to give practical aid to teachers, and to pass on information concerning and principles of conservation to their students. The State Department of Education followed with a companion bulletin, *Learning to Conserve Our Natural Resources*. Together they give teachers "tools to use in shaping a new generation that will value and protect its heritage."

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**Pan American Health Day**

Pan-American Health Day—December 2—will be celebrated by schools throughout the country in accordance with a proclamation made by President Roosevelt in 1940. The day symbolizes results of more than 40 years of pan-American cooperation in public health. Leaflets suggesting ways in which the day may be celebrated are available from the Pan American Sanitary Bureau, Washington, D. C.