

Memorandum concerning discipline in the Manzanar Secondary Schools.

The discipline problem in the secondary school here at Manzanar divides into two distinct problems--general tenor of the whole area of Manzanar and specific school situations.

Concerning the first section of the problem. Students in school are very sensitive to the general attitude in this relocation area concerning promptness in dispatch of work, promptness in attendance in the various departments, acts of discrimination in the use of government equipment, and general enforcement of camp rules and regulations. Also everpresent is the feeling that the residents of the area are kept here against their will and that any means of circumventing rules and regulations is ~~not only~~ justifiable for this is the sole manner available of showing defiance. There is little the secondary school can do to change the situation described in this paragraph.

In making a study of the detention class during the past four weeks, the writer feels, however, that there are a number of things which could aid in partially solving the specific school problems. The following observations, upon which recommendations will be made later, are recorded to show some of the difficulties which need to be eliminated in order to build better morale in the school and, with the better morale, better discipline.

1. There is no standard interpretation of notices placed on the bulletin board concerning tardiness. Some teachers insist students be in their seats by the time the tardy bell finishes ringing, others allow a half-minute or so grace period after the bell has rung before requiring the student to secure an admittance slip. This makes the students resentful of those teachers who do insist that a student be in the room on time.
2. There is no standard interpretation of the notices placed on the bulletin board concerning such items of conduct as the boys wearing caps in the classroom. Some teachers insist that caps be removed just as soon as the student enters the room, others allow the students to wear caps for the full period.
3. There are no clear-cut rules available to the student concerning such items as detentions, absences, tardiness, and signing of excuses in Japanese. Some have only the haziest notions concerning these things. Whether their excuses are justifiable or not, a list posted in each classroom would remove all possibility of argument.
4. There is no differentiation made between an unexcused absence and an unexcused tardiness. As a result a student who is tardy will see that he is tardy, then skip the whole day--it doesn't cost him any more than if he had come in a half-minute late.
5. In a good number of cases it is believed that the

parents are not aware that their children are getting into difficulties.

6. All students wiggle, but seventh and eighth graders wiggle more than others. If it is at all possible some way should be devised to more or less segregate these from the other groups during the study periods.

7. The Block Seven Latrine situation does not help the discipline problem at all. It is dirty. Inscriptions on the walls vary from "White Trash" to the pornograph use of teachers' and students' names.

8. Most seventh graders are not tall enough to reach the faucets in the latrine to obtain a drink of water. As a result, they must climb up onto the sink itself and thus expose themselves to all sorts of filth in order to quench their thirst.

9. The sympathies of some of the teachers get the better of their good judgement and as a result a feeling of self pity, latent in an interhated group at best, is built up in the residents here.

There are many other observations which could be made but it is believed that the above suffice to show the problem. The thing to do is to attempt to find the remedy for the situation. No one thing will solve the whole problem, but each additional correction made will tend to minimize that much the whole disciplinary difficulty. The following recommendations are therefore made:

1. That a copy of school rules be mimeographed, posted in each classroom and sent to the parents of each student.

2. That a notice of each detention be sent to the parents with the instructions that the notice be acknowledged in Japanese.

3. That the absence-tardy and detention slips be combined onto one form.

4. That a more complete record of absences and tardies be kept.

5. That notices which are supposed to be read in home rooms be given to each teacher to read during that period rather than depending upon the bulletin board. Too many teachers miss the announcements as it now is.

6. That a differentiation be made between the detentions given for absences and tardies.

7. That an attempt be made to place the Junior High students in one portion of the study hall and the Senior High students in another.

8. That Block Seven Latrines be given a coat of paint and

Plan - paper

*Clerical
Problem*

the janitor be given instructions to remove writing from the walls as soon as it appears.

9. That drinking fountains of some sort be installed so that students will not have to contaminate themselves in order to obtain a drink.

In the pages that follow are listed several items which may or may not be of importance in aiding in the mechanical control of the disciplinary problem.

The first two items give a picture of the detention for the first four weeks of the present school term. It is realized that the figures and graphs do not give a complete picture for the very simple reason that the information from which the study was made is not complete. The chief difficulty is that no complete record has been kept to date, thus the necessity of the attendance record suggested on page six.

Page seven is a suggested revision and compilation of school rules concerning attendance and discipline.

Page eight contains a suggested revision of the absence-tardy and detention form as well as a new form to be used to inform the parents of any disciplinary action taken against the student.

STATISTICS ON DETENTION

	Number	Percentage
Total enrollment	1088	100
Total on detention	127	11.67
Served one detention	102	9.37
Served Two detentions	8*	.74
Served Three detentions	11**	1.01
Served Four detentions	4	.36
Served Five detentions	1	.09
Served Six detentions	1	.09

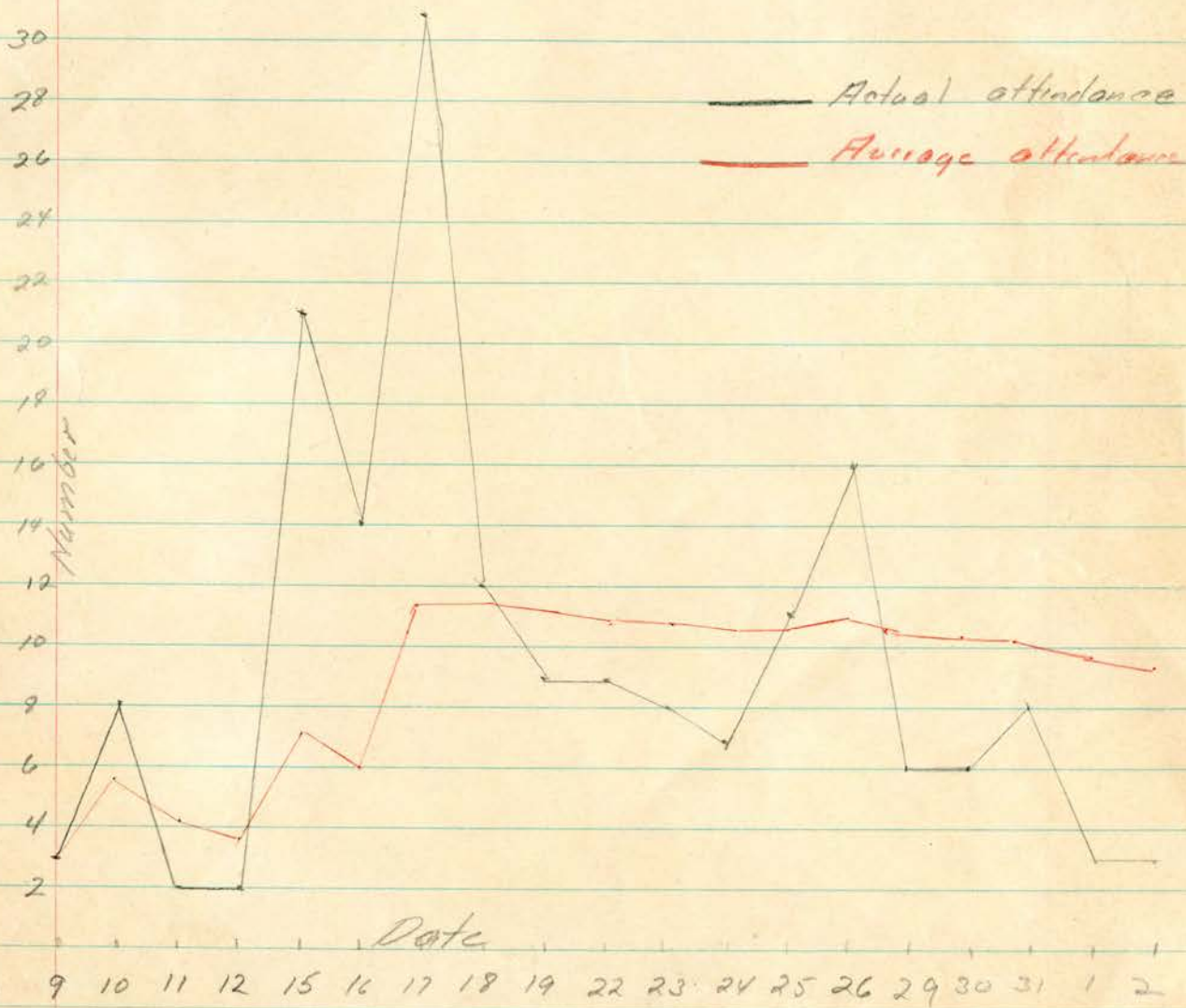
Breakdown of detentions served

Number of detentions	Number of students	% of all detentionees	Detentions served	% of det. serv
	127	100	178	100
One	102	79.5	102	57.3
Two	8*	6.3	16	9.0
Three	11**	8.7	33	18.5
Four	4	3.1	16	9.0
Five	1	.8	5	2.8
Six	1	.8	6	3.4

* The policy has been to give one extra detention if the student is late to his first detention.

** The policy has been to give double detention if the student fails to appear for the detention period.

Detention : Assignments



ABSENCE AND TARDY REGISTER

Date	Name (Last name first)	Absent		Tardy Period	Excused	
		dates	periods		Yes	No

SUGGESTED REGULATIONS CONCERNING ATTENDANCE AND CLASSROOM BEHAVIOR

1. General disturbance in the classroom or study hall.
 - a. Any student who is reported to the office for disturbing the classroom or study hall will receive whatever disciplinary action the principal deems advisable.
2. Tardiness
 - a. Any student who is not in ^{his or her seat} the classroom when the tardy bell ceases ringing is tardy.
 - b. Any student who is tardy must receive an admission slip from the education office.
 - c. Any student who does not have a legitimate excuse which has been accepted by the office must report to Mr. Wells at 7-5-2 at 3:30 on the afternoon of the day he was tardy. If he does not appear he will receive two detentions.
 - d. If it is the student's first offense, he will be excused from detention, but this excuse can be given only by Mr. Wells at 3:30 on the day tardy.
 - e. If it is the student's second offense, he must serve two detentions--if the third, three detentions.
 - f. If it is the student's fourth offense, he will be suspended from school ~~for one week~~. *until he brings his guardian to 1-4-2 for a conference*
 - g. If it is the student's fifth offense, he will be expelled from school because he has clearly demonstrated that he does not belong in the school.
 - h.
3. Absences
 - a. On the first unexcused absence, the student must make up the time absent, period for period, in the detention room beginning at 3:30 of the afternoon he returns to school.
 - b. On the second unexcused absence, the student must make up double the time absent.
 - c. On the third absence, the student will be suspended from school ~~for one week~~. *until he brings his guardian to 1-4-3 for a conference*
 - d. On the fourth unexcused absence, the student will be expelled from school because he has clearly demonstrated that he does not belong in the school.
4. Student officers
 - a. No student can hold any class or student body office if he has more than three detention assignments (not individual detentions) against him.
5. Wearing of hats or caps by the boys.
 - a. Under no circumstances is any boy to be allowed to wear a cap or hat in the school room unless he has a permit to do so signed by Dr. Little and approved by the principal.
6. Notification of parents
 - a. Parents will be notified in writing of each infraction of the rules by the student.

NCE SLIP

TO THE PARENTS OF:

Tardy 1 Date 7-5-2 Period 1
Absent 1 Periods 1

Excused Yes No Detention Yes No

You are required to appear from 3:30 to 4:15 at 7-5-2 where Mr. Wells will collect this slip. No excuse of any kind will be accepted. You are required to bring your own books to study. You are assigned this extra period because you have neglected school rules which are posted in every classroom.

If this is your first offense, for tardiness, Mr. Wells will let you go, but if you fail to appear you will be given double detention.

Office remarks: _____

Issued by _____

The above student has been placed on detention for disobedience of school rules as follows:

You are ^{requested} to sign this notice in Japanese and return it to the Secondary School office, 1-4-3, before _____ . We will hold your child responsible for delivering this note and returning it to the office.

We are attempting to have a first class school here and by your cooperation in such matters as this we can succeed. Thank you.

Parent _____

Principal _____