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MANZANAR JUNIOR COLLEGE

Fall Semester: September 27, 1943 - January 14, 1944

Registration: September 13-18, 1943

W. Melvin Strong, Director of Adult Education

ENTRANCE EXAMINATION:

Entrance examination in English will be given sometime during the week of September 19. A definite date will be announced later.

Registration for this test will be held at the Adult Education Office, 7-1-1, Monday through Wednesday, September 13-15, from 9-11:30 a.m., 1-4:30 p.m., and 7-9 p.m.

A nominal fee of 15 cents must be paid at the time of registration.

REGISTRATION OF ALL STUDENTS:

Registration for the courses will be held at the Adult Education Office, 7-1-1, Monday through Friday, September 13-17, from 9-11:30 a.m., 1-4:30 p.m., 7-9 p.m.; and on Saturday, September 18, from 9-11:30 a.m.

A limited number of late registrations will be accepted during the first week of the semester. Thereafter, new students will not be admitted into any of the courses.

SCHEDULE OF CLASSES

ENGLISH

Subject A
No credit

Miss K. Suzuki
TuTh, 7:30-8:30 p.m.

A course in grammar, spelling, sentence structure.

Required of all students who have not passed the examination or have failed to take it.

Textbook: Grant, Bracher & Duff. CORRECTNESS AND PRECISION IN WRITING.

English 1A: First Year Reading and Composition
3 units

Miss K. Suzuki
MWF, 7:30-8:30 p.m.

Open to all students who have passed the Subject A.

A study of words, sentences, and paragraphs; and an application of the principles studied to original compositions.

Textbooks: Ewing, Buell, and Rolfe. A GUIDE TO BETTER WRITING.
Also a book of essays.

Journalism 79: Introduction to Journalism
2 units

Mrs. L. W. Adams
TuTh, 6:30-7:30 p.m.

To orient the students to the field of journalism, such as reporting, interviewing, writing headlines.

Public Speaking 1A: Elements of Public Speaking
2 units

Mr. C. Greenlee
Th, 7:30-8:30 p.m.

To acquaint the students with the fundamentals of public speaking; to drill them in the delivery of speeches; and to assist in building up confidence and assurance in the delivery of original speeches.

FOREIGN LANGUAGES:

German 1A: Elementary German
3 units

Miss Kramer or Miss Suzuki
MWF, 8:30-9:30 p.m.

A course in the basic essentials of the German language. Emphasis on pronunciation and spelling. Designed to give the student a sufficient knowledge of the German grammar to equip him with an ability to read modern German prose of not too involved content.

Textbook: Hagboldt and Kaufmann. DEUTSCH FÜR ANFÄNGER.

Spanish 1A: Elementary Spanish
3 units

MWF, 6:30-7:30 p.m.

A course in correct pronunciation, to learn to read fluently, and to speak and understand the language of everyday life.

Textbook: Turk. INTRODUCTION TO SPANISH.

LIBERAL ARTS:

Music 46A: Band
1 unit

Mrs. A. Nielsen
Th, 7-9 p.m.
24-15

Performance of standard band literature in class and at public functions.

Student must supply his own instrument.

Music 11A: A Cappella Choir
2 units

Mr. L. Frizzell
(to be arranged)

Meets four hours a week.

The study and public performance of unaccompanied choral works; also of an oratorio.

Music 10A: Orchestra
1 unit

Mrs. A. Nielsen -
M, 7-9 p.m.
24-15

Performance of standard orchestral literature in class and at public functions.

Student must furnish his own instrument.

Safety and First Aid
2 units

Dr. W. M. Strong -
F, 7:30-9:30 p.m.

A consideration of the importance of safety habits and attitudes in the home, the school, traffic and travel, recreation, and industry.

This course will cover the Standard Course requirements in First Aid.

Economics 40: Elementary Statistics
3 units

Dr. V. E. Woods
MWF, 6:30-7:30 p.m.

An introduction to modern methods of analyzing statistical data, their gathering and classification, with emphasis on analysis and presentation.

Mathematics C: Trigonometry
2 units

Mrs. Davalle
TuTh, 6:30-7:30 p.m.

A course in plane trigonometry and spherical triangles.

Prerequisites: high school algebra and geometry.

Textbook: Curtiss and Moulton. ESSENTIALS OF TRIGONOMETRY.

SCIENCES:

Man and Culture
2 units

Dr. M. Opler
Tu, 7:0 -9:30 p.m.

A beginning course in cultural anthropology dealing with human origins and the development of human culture. A comparative study of the manner in which basic human problems of economy, social organization, education, marriage, law and religion are met in various societies. The contributions of various peoples and ages to world culture are described. The application of the concepts involved for current problems and modern times is emphasized.

Zoology 1A: General Zoology
3 units

Mr. M. Kodani
Six hours a week
7-9-4

An introduction to the facts and principles of animal biology with special reference to the structure, function, heredity, and evolution of animals.

The class will meet six hours a week for eight weeks.

No new students will be admitted after Monday, September 13.

Textbook: Young. THE HUMAN ORGANISM AND THE WORLD OF LIFE.

SOCIAL SCIENCES:

Political Science 140: American Government Dr. W. Bruce
2 units Th, 6:30-8:30 p.m.

A study of the organization and functions of the national government, with special attention to the features and principles of the Federal Constitution.

A greater part of the course will be devoted to discussing the practical application of these principles to the people of Japanese ancestry at Manzanar.

The course will be offered if at least 25 students are enrolled.

Textbook: Anderson. AMERICAN GOVERNMENT.

Everyday Living Dr. Strong and Others
2 units W. 7:30-9 p.m.

A panel discussion group on problems which are of vital interest to our everyday life.

Students wishing credit must attend 14 or more sessions and participate in two of the discussions.

COMMERCIAL:

Business 55: Beginning Shorthand Miss S. Setoguchi
3 units MWTh, 7:30-8:30 p.m.

An intensive study of shorthand. Emphasis placed on theory; develop a skill of about 60 words a minute in dictation.

Textbook: Gregg. GREGG SHORTHAND.

Business 59A: Beginning Typing Miss A. Sakaki
2 units MWTh, 6:30-7:30 p.m.
7-13-3

Development of fundamental skills in typing.

EVERYDAY LIVING

Lectures and Panel Discussions

The Adult Education Department is sponsoring a series of lectures and discussions on problems of interest to everyone. Students who wish to receive junior college credit may do so by participating in two of the discussions and attending 14 meetings. They may sign up for this at the Adult Education Office, 7-1-1.

These lectures will be held every Wednesday evening at 7-15 from 7:30-9:00 p.m. The general public is cordially invited to attend any or all of the lectures.

The subjects of the lectures are as follows:

HOME:

- | | |
|--|--------------|
| 1. Health Hints in the Home. | September 29 |
| 2. First Aid in the Home | October 6 |
| 3. Care of Your Teeth, Hair, and Skin. . . | 13 |
| 4. Preparation for Marriage. | 20 |
| 5. Ideal Family Life | 27 |

COMMUNITY:

- | | |
|--|------------|
| 6. Analyzing the Newspaper | November 3 |
| 7. Inyo County in National Affairs | 10 |
| 8. Chicago--Here We Come! | 17 |

NATIONAL:

- | | |
|---|------------|
| 9. The Four Freedoms | 24 |
| 10. Future and Policies of the W.R.A. . . . | December 1 |
| 11. What Is the Press for Which We Fight. . | 8 |

PERSONAL:

- | | |
|---|-----------|
| 12. How Government Taxes Affect You | 15 |
| 13. The Problem of Dual Citizenship | 22 |
| 14. Nisei in the Armed Forces | 29 |
| 15. Japanese-American Relationship. | January 5 |
| 16. Your World of Tomorrow. | 12 |

MANZANAR JUNIOR COLLEGE
First Semester, January 18 - May 15, 1943

ENROLLMENT IN COURSES

| <u>Course</u> | <u>Beginning of Semester</u> | | <u>Mid-Semester</u> | | <u>End of Semester</u> | |
|--------------------------|----------------------------------|----------------------|---------------------|----------------------|----------------------------|----------------------|
| | <u>Credit</u> | <u>No Credit</u> | <u>Credit</u> | <u>No Credit</u> | <u>Credit</u> | <u>No Credit</u> |
| Social Institutions | 15 | (3) | Course discontinued | | | |
| Principles of Accounting | 5 | (26) | 4 | (15) | 3 | (5) |
| Cooperative Economics | 4 | (2) | Course discontinued | | | |
| Shorthand | 52 | (56) | 32 | (55) | 25 | (25) |
| Typing (Advanced) | 6 | (20) | 4 | (16) | 1 | (4) |
| Subject A English | 20 | (0) | 14 | (0) | 15 | (1) |
| English 1A | 17 | (23) | 9 | (0) | 8 | (1) |
| Business English | 37 | (19) | 20 | (4) | 12 | (8) |
| Public Speaking | 7 | (23) | 6 | (3) | 3 | (2) |
| Elementary Spanish | 17 | (13) | 13 | (4) | 11 | (0) |
| Trigonometry | 13 | (11) | 9 | (5) | 6 | (3) |
| College Algebra | 29 | (19) | 18 | (5) | 14 | (4) |
| Physics 4A | 15 | (9) | 6 | (8) | 4 | (2) |
| American Institutions | 15 | (10) | 8 | (7) | 8 | (0) |
| Introductory Psychology | 23 | (2) | 7 | (4) | 7 | (0) |
| General Zoology | 8 | (6) | 7 | (2) | 4 | (1) |
| Elem. Human Physiology | 16 | (8) | 8 | (6) | 4 | (5) |
| Genetics | 4 | (6) | Course discontinued | | | |
| Scientific Illustrating | 5 | (5) | Course discontinued | | | |
| Recreational Leadership | 17 | (24) | 6 | (2) | 4 | (1) |
| Music Appreciation | 4 | (11) | Course discontinued | | | |
| A Capella and Voice | 4 | (4) | 1 | (2) | 1 | (2) |
| Drama | 1 | (?) | Course discontinued | | | |
| Weaving | 2 | (5) | 1 | (0) | 1 | (0) |
| Nurses' Aides | | | | | | |
| Orderlies | | | | | | |

Number of Students
Attending Classes

For Credit For No
Credit

| | | |
|--|------------|-------|
| At Beginning of Semester..... | 326..... | 305 |
| At Mid-Semester..... | 173..... | 138 |
| (Per Cent Decrease from Initial Enrollment)..... | (47%)..... | (55%) |
| At the End of semester..... | 131..... | 64 |
| (Per Cent Decrease from Mid-Semester Enrollment)..... | (24%)..... | (54%) |
| (Per Cent Decrease from Initial Enrollment)..... | (68%)..... | (79%) |

Manzanar Junior College
Human Physiology
First Semester, 1943

Name: _____

EXAMINATION
February 3, 1943

PART A

Directions: Complete the sentence by marking the appropriate phrase.

Example: Red blood corpuscles are found:

- _____ (a) In the intercellular fluid.
- _____ (b) In the spleen but never in the blood stream.
- x (c) In the blood stream.
- _____ (d) Only in the digestive tract.

1. Intercellular substances are:

- _____ (a) Eliminated from the body.
- _____ (b) Present within the cells.
- _____ (c) Utilized as food by adjacent cells.
- _____ (c) Formed by cells.

2. The chief function of erythrocytes is to:

- _____ (a) Transport oxygen.
- _____ (b) Protect the body against infection.
- _____ (c) Store iron.
- _____ (d) Transport nutritive material to body cells.

3. The normal number of erythrocytes in the adult body is:

- _____ (a) About 8,000 per cu. mm. of blood.
- _____ (b) About 240,000 per cu. mm. of blood.
- _____ (c) About 5,400,000 per cu. mm. of blood.
- _____ (d) About 12,900,000 per cu. mm. of blood.

4. The term "hemorrhage" refers to:

- _____ (a) The discharge of blood from a ruptured vessel.
- _____ (b) Cells which phagocytose damaged erythrocytes.
- _____ (c) The mechanism controlling the oxygen concentration of the blood.
- _____ (d) The contraction of the spleen.

5. Blood plasma constitutes about:

- _____ (a) 5% of the total volume of the body fluids.
- _____ (b) 15% " " " " " " " "
- _____ (c) 50% " " " " " " " "
- _____ (d) 90% " " " " " " " "

6. The production of erythrocytes depends upon:

- _____ (a) Reduced oxygen concentration of the blood.
- _____ (b) The presence of calcium ions in the plasma.
- _____ (c) The disintegration of platelets.
- _____ (d) An adequate supply of the anti-anemic substance.

7. The ability for phagocytosis and intracellular digestion are characteristic of:
- ☐ (a) Erythrocytes.
 - ☐ (b) Most leucocytes.
 - ☐ (c) Worn out and damaged erythrocytes.
 - ☐ (d) The human stomach.
8. Thrombokinas is liberated by:
- ☐ (a) Platelets only.
 - ☐ (b) Injured tissue cells and platelets.
 - ☐ (c) Capillary walls.
 - ☐ (d) Calcium ions in the plasma.
9. In the adult, erythrocytes are produced:
- ☐ (a) In the spleen, lymph glands and red bone marrow.
 - ☐ (b) In the capillaries of the lung.
 - ☐ (c) Exclusively in the red bone marrow.
 - ☐ (d) Exclusively in the heart.
10. Filtration of fluid through the capillary wall depends upon:
- ☐ (a) The pumping action of the heart.
 - ☐ (b) Osmotic pressure exerted by the plasma proteins.
 - ☐ (c) Gravity.
 - ☐ (d) Differential permeability of the capillary wall.
11. The main source of iron for the formation of hemoglobin is:
- ☐ (a) The food.
 - ☐ (b) Bilirubin.
 - ☐ (c) The hemoglobin released from destroyed erythrocytes.
 - ☐ (d) Salts of iron present in the plasma.
12. The stomach of a healthy person secretes a substance known as:
- ☐ (a) The "intrinsic factor."
 - ☐ (b) The "extrinsic factor."
 - ☐ (c) The "anti-anemic substance."
 - ☐ (d) (Secretes none of these.)
13. Osmosis across the capillary wall results in:
- ☐ (a) The flow of fluid out of the blood stream.
 - ☐ (b) The flow of fluid into the blood stream.
 - ☐ (c) The flow of fluid to all parts of the body.
 - ☐ (d) Damage to the capillary wall.
14. The essential reaction of blood clotting is:
- ☐ (a) The transformation of thromokinase into thrombin.
 - ☐ (b) " " " fibrinogen into fibrin.
 - ☐ (c) The precipitation of calcium ions by sodium oxalate.
 - ☐ (d) The formation of prothrombin.

15. The "anti-anemic substance" is formed:
- _____ (a) By foods rich in vitamin B.
 - _____ (b) Only in patients suffering from pernicious anemia.
 - _____ (c) By the intrinsic factor plus the extrinsic factor.
 - _____ (d) In response to a decrease in the oxygen concentration of the circulating blood.
16. Very small quantities of copper and iron are necessary for:
- _____ (a) The liberation of thromokinase by tissue cells.
 - _____ (b) Maintaining the osmotic pressure of the body fluids.
 - _____ (c) The production of erythrocytes by the red bone marrow.
 - _____ (d) The formation of hemoglobin.
17. Capillary walls may become permeable to proteins as a result of:
- _____ (a) High venous pressure.
 - _____ (b) Severe lack of oxygen supply to the capillaries.
 - _____ (c) Vitamin K deficiency.
 - _____ (d) A sudden shift in the direction of fluid exchange.
18. Following hemorrhage, the lowered capillary filtration pressure results in:
- _____ (a) A shortened coagulation time.
 - _____ (b) An increase of intercellular fluid.
 - _____ (c) Restoration of the blood volume.
 - _____ (d) Damage to the capillary wall.

PART B

Directions: Indicate whether the following statements are true or false by circling "T" for true and "F" for false.

Example:

Ⓓ F Clotting of blood: prevents further loss of blood.

T Ⓕ The function of the blood is to lubricate joints.

T F 1. The adult human body contains 5 to 6 liters of blood.

T F 2. About 90% of the blood is composed of the formed elements.

T F 3. Leucocytes cannot leave the blood stream.

T F 4. Iron is an essential component of the hemoglobin molecule.

T F 5. Worn out and damaged erythrocytes are eliminated from the body.

T F 6. Leucocytes do not contain any hemoglobin.

T F 7. Thrombin is present in the circulating blood.

T F 8. Some erythrocytes are normally stored in the spleen.

T F 9. The number of white blood cells increases in proportion to the severity of infectious disease.

- T F 10. The formation of a clot on the wall of a blood vessel is always fatal.
- T F 11. At high altitudes, the reduced atmospheric pressure acts to stimulate red cell formation.
- T F 12. In blood coagulation prothrombin, thrombokinase and calcium ions react to form thrombin.
- T F 13. Stoppage of flow is an important factor in the initiation of blood clotting.
- T F 14. Plasma proteins are used as food by the tissues.
- T F 15. Emptying of the spleen increases blood volume.
- T F 16. A blood clot is transformed into scar tissue.
- T F 17. Fibrinogen is formed in the liver.
- T F 18. The rate of production of erythrocytes is always equal to the rate of destruction.

Please answer the following questions. The information is needed to serve as a guide in determining the nature and scope of the lectures.

Year of graduation from high school: _____ Major: _____

Science courses taken in high school (check the courses taken):

| | |
|------------------------|------------------------|
| _____ General Biology. | _____ General science. |
| _____ Botany. | _____ Chemistry. |
| _____ Zoology. | _____ Physics. |
| _____ Physiology. | _____ Others: _____ |
| _____ Hygiene. | |

_____ Did not attend college.

_____ Attended college. Name of college: _____

| | |
|------------------|-------------------------|
| _____ Freshman. | Major in college: _____ |
| _____ Sophomore. | |
| _____ Junior. | |

Science courses taken in college: (Also place a check to indicate whether you have completed the course or not.)

| | Completed | Not completed |
|----------------------------|-----------|---------------|
| _____ Biology. | _____ | _____ |
| _____ Botany | _____ | _____ |
| _____ Zoology. | _____ | _____ |
| _____ Physiology | _____ | _____ |
| _____ Hygiene. | _____ | _____ |
| _____ Chemistry. | _____ | _____ |
| _____ Physics | _____ | _____ |
| _____ Others: _____ | | |

Dr. W. Melvin Strong

| STEPS | WHAT TO DO | HOW TO DO IT |
|--|---|--|
| 1. ORIENTATION | Apperception, motivation, get a bird's eye view of the new unit, try to see some of the high lights along the way, follow the idea of a road map, set some problems to do, get the students ready for, and interested in, the new unit, determine goals and objectives. | Teacher lecture, class discussion student reports, movies, slides, pictures, exhibits, dramatizations, skits pretests, posters, maps, etc. |
| <p>This step may take one or two full periods or it may be distributed all through the unit. Care should be taken to keep the ground clear ahead, and to avoid getting lost in a mass of detail, or becoming side-tracked.</p> | | |
| 2. ASSIMILATION | This is the work period of the unit; the teacher becomes progressively unnecessary during this period except as a guide, supervisor, and motivator; this is the period of "learning by doing," of experience getting, of studying, and learning how to study. | Problems, maps, charts, graphs, time-lines, cartoons, projects, games, field trips, tables, visiting speakers, debates, panels, reports, movies, booklets, constructing of things, creative activities which clinch important ideas of the unit. |
| <p>Most of us learn in and through activities in which we engage alone or in cooperation with others; under this plan the educative process becomes "active" rather than "passive"; the students, rather than the teacher, are becoming educated. Work should be geared to pupil's interests, needs, and maturation level. Each pupil should be able to identify himself with the end product of his activity.</p> | | |
| 3. CHECKING ON ACHIEVEMENTS | Determine how well we understand the unit; provide opportunity for display and application; discover what skills, appreciations, understandings have been developed; what new habits or interests have resulted, etc. | Floor talks, panels, debates, open forums, symposiums, assemblies, bulletin boards, plays, skits, dramatizations, summaries, outlines, tests, games, field trips, etc. |

Each student should be working up to his capacity all through the unit. Emphasize the "each" in "teach" by individualizing mass education.

Name _____ Date _____

Date _____

I. Do you believe in superstitions?

In column I below, list five superstitions which have had some effect on your thinking or your actions. Analyze your situation relative to each superstition listed as suggested by the headings of Columns 2, 3, 4, and 5.

[illegible]

II. -To What Extent Do You Have the Scientific Attitude?

Directions

In Column I below have been listed a number of statements which characterize the behavior or feelings of many people. Rate yourself with respect to each characteristic by placing a check (✓) in the column whose heading best describes your situation.

| 1 Characteristic | 2 Usually | 3 Sometimes | 4 Rarely |
|---|--------------|----------------|-------------|
| 1. I have a strong curiosity to find new facts about life | | | |
| 2. I like to find arguments to bolster up opinions which I already possess | | | |
| 3. I like to form new opinions based on new information regardless of whether they clash with older ones. | | | |
| 4. I enjoy searching for new facts regardless of the time or energy required | | | |
| 5. I am skeptical about new statements encountered until I know what evidence supports them | | | |
| 6. I am tolerant of others' opinions which conflict with mine | | | |
| 7. I do not mind having an opinion of mine discredited by facts I had not known about when I formed the opinion | | | |
| 8. I am willing to accept facts which are disadvantageous to me personally | | | |
| 9. I have some opinions or beliefs which I do not wish to question or change | | | |
| 10. I prefer to limit my study and investigations about life to a few selected fields of interest | | | |
| 11. I dislike changing my mind about anything when once I have made a decision | | | |

| 1 Characteristic | 2 Usually | 3 Sometimes | 4 Rarely |
|--|--------------|----------------|-------------|
| 12. I enjoy thinking for its own sake | | | |
| 13. I dislike being uncertain as to what I think or believe about anything | | | |
| 14. I am more interested in the products of my imagination than in cold scientific facts | | | |
| 15. I prefer to think and believe as my friends do rather than to have independent views of my own | | | |
| 16. I am uncomfortable when I dress or act differently from my associates | | | |
| 17. I am not easily affected by propaganda or advertisements | | | |
| 18. I do not have much confidence in the soundness of any of my unverified opinions | | | |
| 19. I am likely to make snap judgments about new problems before studying them systematically | | | |
| 20. I like to spin theories about life without reference to the proved facts of science | | | |

III. To What Extent Do You Employ the Scientific Method in Your Thinking?

Directions

Fifteen statements have been listed below. You are to do two things in connection with this exercise:

First: Mark with a check () each statement which you consider unquestionably true.
Second: Choose one of the fifteen statements of which you are uncertain and outline on the back of the page under an appropriate heading, how the scientific method of thinking should be employed in arriving at a tentative conclusion.

- ☐ 1. Slow workers are more accurate than fast workers.
- ☐ 2. Educating parents will increase the brain power of the children.
- ☐ 3. Women are less mechanically minded than men.
- ☐ 4. Married women should not be employed.
- ☐ 5. Heredity is more important than environment in the life of an individual.
- ☐ 6. Red-headed people have hotter tempers than others.
- ☐ 7. Thrift is a virtue.
- ☐ 8. Practice always makes perfect.
- ☐ 9. Automatic machines are a bad thing.
- ☐ 10. All blondes are fickle.
- ☐ 11. Women are inferior in intelligence to men.
- ☐ 12. Girls who are beautiful are usually dumb.
- ☐ 13. If you are slow when you are young, you'll probably be smart when you grow up.
- ☐ 14. All brawn and no brains is usually true.
- ☐ 15. The old ways and customs are better.

ASSIGNMENT 1

PSYCHOLOGY 1 a

The following items are to be marked true or false with reason for marking the following:

1. Children can learn more quickly and easily than adults.
2. Infants have a large variety of emotions from the time of their birth.
3. The brains of rats and of men have the same principal parts.
4. The memory can be improved by practice.
5. A moron is a person of perverted character.
6. Boys and men have greater intellectual ability than girls and women.
7. Infants do not learn much until they are about one year old.
8. Feeble-minded children have dull eyes and low foreheads.
9. A "thought" is one of the quickest things in the world, occurring almost instantaneously.
10. About ten times as many men as women are color-blind.
11. A person is born with either a good character or a bad character.
12. A strong will power enables a man to do things that he does not want to do.
13. The study of Latin trains the mind to reason clearly.
14. People's beliefs are based chiefly on observation and logical evidence.
15. After learning a lesson, a person forgets more of it in the first few hours than during several following days.
16. Intellectually brilliant children tend to be more nervous than average children.
17. About 90 percent of Negroes are inferior to white people in intelligence.
18. Lessons learned just before going to sleep are retained better than those learned in the morning.
19. Thinking is done in the upper front part of the brain.
20. Genius is closely related to insanity.
21. Nervousness is caused by weak nerves.

22. Boys who do poorly in academic work have better mechanical ability than do bright boys.
23. Products of the imagination are inferior to those of the reason.
24. Will power ϕ' is developed by performing difficult and unpleasant tasks.
25. Bright children are physically weaker than the average child.
26. A hypnotist has peculiar personal power of gift to hypnotize people.
27. A dull child is likely to become more normal as he grows older.
28. Many people are instinctively afraid of the dark.
29. Memories are stored away in the unconscious mind to be remembered later.
30. The Nordic peoples have higher average intelligence than the Mediterranean peoples.

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5. A moron is a person of perverted character.
6. Boys and men have greater intellectual ability than girls and women.
7. Infants do not learn much until they are about one year old.
8. Feeble-minded children have dull eyes and low foreheads.
9. A "thought" is one of the quickest things in the world, occurring almost instantaneously.
10. About ten times as many men as women are color-blind.
11. A person is born with either a good character or a bad character.
12. A strong will power enables a man to do things that he does not want to do.
13. The study of Latin trains the mind to reason clearly.
14. People's beliefs are based chiefly on observation and logical evidence.
15. After learning a lesson, a person forgets more of it in the first few hours than during several following days.
16. Intellectually brilliant children tend to be more nervous than average children.
17. About 90 percent of Negroes are inferior to white people in intelligence.
18. Lessons learned just before going to sleep are retained better than those learned in the morning.
19. Thinking is done in the upper front part of the brain.
20. Genius is closely related to insanity.
21. Nervousness is caused by weak nerves.

22. Boys who do poorly in academic work have better mechanical ability than do bright boys.
23. Products of the imagination are inferior to those of the reason.
24. Will power ~~is~~ is developed by performing difficult and unpleasant tasks.
25. Bright children are physically weaker than the average child.
26. A hypnotist has peculiar personal power of gift to hypnotize people.
27. A dull child is likely to become more normal as he grows older.
28. Many people are instinctively afraid of the dark.
29. Memories are stored away in the unconscious mind to be remembered later.
30. The Nordic peoples have higher average intelligence than the Mediterranean peoples.

Curriculum Bulletin # 9

HIGH SCHOOL VICTORY CORPS Manzanar, California

The Victory Corps is a national voluntary organization for secondary schools designed to mobilize students for more effective preparation for and participation in wartime service. It is believed by its sponsors that a Victory Corps program will do much to stimulate America's high school youth to prepare themselves to help meet critical manpower needs in the months ahead, and will provide an opportunity to identify themselves immediately and directly with the war effort through various form of service activities.

The Victory Corps does not mean new courses so much as it means a reading of new and richer meanings into present courses. It places emphasis upon a thorough mastery of such fundamental subjects as arithmetic, physics, chemistry, social sciences, English, and physical training. It also emphasizes specialized army, navy, air corps, or civilian life. Out of every 100 soldiers 63 are specialist. More specialists are critically needed.

Eddie Rickenbacker, chairman of the National Victory Corps Policy Committee, believes the Victory Corps program is an excellent way of teaching young people how to use their hands as well as their heads in such a way as to coordinate the two. There are things "to do," as well as things "to know" in the Victory Corps program. The Victory Corps program is democratic and voluntary. It provided opportunity for all in school to render the service for which they are best fitted and which will make the largest contribution to the total war effort in terms of improved health and total responsibilities.

Youth are invited to select their areas of special service and to help plan their own programs and activities. Work acceptable by the Victory Corps is, by definition, any activity engaged in, which;

1. Releases an adult for defense work.
2. Assists the government in its civilian functions.
3. Builds the individual's war-fitness, mental or physical.

Individuals may make applications for membership, and appropriate insignia may be worn by those qualifying in each division.

Divisions of the Program

Requirements for general membership are being satisfied in our regular school program. Any and all high school students, therefore, may apply for General Membership.

Other Divisions of the program include Air Service, Land Service, Sea Service, Production, and Community Service.

Many of our students may be able to qualify for:

Production Service, (gardens, rabbits, helping in planting and harvesting crops, or some form of production.

Community Service (teaching, social work, nursing, librarianship, stenographer, typist, homemaking, child care, home nursing, nutrition, or other service occupations.)

Some of us may qualify in the Land Service Division by taking mathematics, laboratory science, shop work, and physical fitness. This physical fitness program aims at raising the physical fitness level of high school pupils by setting up an environment conducive to increased development of strength, endurance, bodily coordination, stamina, and physical skills of value in the armed forces, in war work, or in regular life in peace time. Any time spent outside of school hours on Calisthenics, baseball, basketball, commando programs will count.

Requirements for Air Service and Sea Service, at least, are out of our reach here at Manzanar.

We would appreciate having any members of the faculty who can sponsor any part of this program getting in touch with us.

WHAT We Are Now Doing

Our regular school program comprises the required basis for Victory Corps membership, as has been suggested. Other acceptable activities now underway include The Junior Red Cross, Child Care, physical fitness activities, night school first aid and nutrition courses, Hi-Y Club activities, and scouting. More can be done in these areas under Victory Corps sponsorship.

Additional Things We Might Do

If enough individuals are interested to form a group, and a sponsor can be obtained, such activities as the following may be planned:

- Writing letters to service men
- Safety and first aid
- War stamp sales
- Clerking, nursing, serving, farm work
- Radio maintenance
- Electrical interests developed
- Mechanics
- Model airplane building
- Clerical work
- Cosmetology
- Drafting
- Tailoring
- Ceramics
- Woodwork, etc,

Victory corps pledge:

ACTIVITIES THAT ARE BEING TAUGHT IN PHYSICAL
EDUCATION CLASSES THAT ARE VICTORY CORPS WORK

Following is an article from the Manzanar Free Press of
March 31, 1943

Girls' Fire College
Will Train for Jobs

A fire college for girls, probably the first of its kind in the United States, and presumably in the world, made its appearance at this center recently.

This was revealed in an announcement by Fire Chief Robert Kubota and Fire Protection Officer Frank Hon.

Classes are being held at 13-18-4 on Monday, Wednesday and Friday with Chief Kubota acting as instructor. These classes are under the advisorship of Officer Hon, credentialed fire instructor.

"This training will enable them to work in the fire departments outside," Kubota said, "As secretaries or stenographers. It is possible with six months or more of training that they would have a chance in obtaining positions in that field. Until now, men have been employed as secretaries but because of men shortage, girls will be needed. 40 girls are enrolled at this time, and are enjoying the work very much.

The girls are given Phy. Ed. credit for this course and are under the supervision of that department in the secondary school of Manzanar.

Last term a similar course was given to the boys in secondary school. Although the group was much smaller, great interest was shown. Chief Kubota expects to make good firemen of them.

Mrs. Yae Nakamura is teaching marching drills and formations in the girls' physical education classes. This is done in squads with the squad leaders taking turns at giving commands for their group. Calisthenics in mass and by squads are also given. We are looking forward to having a drill squad among the girls.

The boys in physical education classes have had some work in marching and calisthenics work under the direction of Miss Evans and Mr. Thomas Higa. We are working on an obstacle course in which we can teach some Commando tactics and stunts. However, the material to build the course has not been forth-coming.