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FILE

October 5, 1942

MEMO

GENEVIEVE W. CARTER, Superintendent of Education

1-4-4

Leon C. High

1-4-2

Secondary School Opening

It has come to my attention that there are conflicting rumors going around about the day and time the Secondary School will open. May I, therefore, crystallize the numerous details we have discussed into a summary of the whole situation?

As you know, we have been working assiduously toward securing a record of past work from his or her previous school for every youngster of secondary school age in the Center. This has been a difficult task, since it involved the cooperation of 207 schools in California and Washington, on around 1500 pupils, and was complicated by school transfers of pupils (usually for brief periods) during the evacuation process and by pupils using different names at different times.

As the records came in, we called in each pupil for enrollment and we have succeeded in completing the registration of all but about seventy-five youngsters. The completed enrollments have been tallied and a schedule of classes prepared to carry on the work desired. This schedule provides for 247 classes per day, including physical education, and every pupil's individual daily schedule has been planned involving about ten thousand class assignments.

We are now in the process, using all our office and teaching staff, of typing individual pupil programs (one for the office file and one to be given the pupil on the day school opens) and of making lists of the pupils assigned to each class and study period group. (This latter is a time consuming task, on which part of the office force worked Saturday afternoon, and for which the full office staff have been coming regularly at 7:30 A.M. except Sunday, but it gives us an immediate check on pupils from the first day to see that they are where they belong.)

While this work has been in process, we have had frequent inquiries from many sources as to when school would start. Until this past week, I have consistently replied that I was sorry but I could not say (pointing out the various problems to be solved such as teacher and school housing, lack of decision about equipment and supplies, slow arrival of transcripts, laxity in pupils reporting for enrollment



October 5, 1942

when requested to do so, etc.) and did not wish to set a time and then postpone it until there was the feeling we were "putting off" the inquirers.

With the arrival of the teachers and the completion of the school and pupil programs last week, except for the final details of typing and listing, I have taken the liberty of answering inquiries about school opening with the assertion that we hoped to be able to start by the middle of this week. Toward that end I have investigated the possibility of having an opening assembly for all pupils in the amphitheater, with the use of the public address system. (Such an assembly has many morale and practical values.) Through the cooperation of Mr. Temple, Mr. Nielsen, Mr. Sasaki, Mr. Nagano, and Mr. Ushijima, I have been assured that we could use the amphitheater on Monday, Tuesday, or Wednesday mornings this week, though the concrete on the stage may not be quite hard, and all seats will not be installed. They plan to have at least fifteen hundred seats for use; to place boards over the concrete, if necessary, on which boards a speaker may stand; and to run a wire from the nearest recreation building for the public address system.

We have had to leave the exact day of the assembly indefinite since, while we are now sure that the organization will be completed and ready by Wednesday, October 7, we are not sure of the school housing situation. Our program is based on the use of the following buildings:

Block 1	Ironing room.
Block 2	Building No. 15.
Block 7	Ironing room. Laundry. Mess Hall. Buildings 1-7; 3-1; 4 through 7 entire; 11-3 and 4; 12 through 15 entire.
Block 8	Ironing room.

If these are ready for use, I propose that we have our assembly at 10-:30 A.M. Wednesday. (The time should be made definite as soon as possible because I have daily inquiries about the exact time the public address system will be needed.) I hope that you and Mr. Coverley can participate.

Wednesday afternoon the pupils can return to designated rooms in Block 7 and secure their individual programs. Thus we will be ready to start regular classes Thursday morning.

Respectfully submitted,

---

Leon C. High



SECONDARY SCHOOL  
Education Department  
Community Services Division  
Manzanar, California

Principal  
Leon C. High

Vice-Principal  
Myron A. Hesse

January 26, 1943  
Date

TO: Dr. Carter

Address 1-4-4

FROM: Mr. High

Address 1-4-2

SUBJECT: Quarterly Report

Due to the problem of obtaining a minimum of housing, the Manzanar Secondary School did not open until October 22, 1942. In the interval, while housing was being sought, the school staff secured the transcripts of all prospective secondary school pupils from their former schools, enrolled these pupils, planned a program of classes, and made out daily class schedules for each pupil. At the same time, curriculum groups in the various fields planned courses of study for the year.

When school opened there were 1,387 pupils enrolled, coming from 207 different schools in California and Washington. The teaching staff comprised 34 credentialed Caucasians, 10 Japanese teachers (most of whom had less than a full teaching load), 7 Japanese teacher's aides, and 2 Japanese room workers. Operation of the school was most difficult. There were no chairs so pupils had to sit on cold floors. What text books there were, were so limited in number that they could be used only in class rooms where they were collected and passed out to succeeding classes in turn. Due to lack of plaster board dust blew in through the walls, and due to lack of stoves school had to be dismissed occasionally because the rooms were impossibly cold. Discipline proved a real problem as underlying resentment found excuse for manifestation in physical conditions.

In spite of these handicaps, every effort was made to carry on work pupils had started in previous schools while they were being oriented in the new and strangely contrasting (to their previous school housing) surroundings. At the same time, with hope of securing State Legislation to make Manzanar an independent school district, every effort was put forth to comply with State standards. To this end, the work was centered around a core curriculum designed to strengthen weak English backgrounds and to foster understanding of the democratic social ideals. At the same time, opportunity for rounded education was maintained - college preparatory subjects for the most able students, cultural background for all, and vocational training within the limits of facilities and equipment according to need and capability.



To: Dr. Carter  
From: Mr. High

Quarterly Report

Page 2

Continuous effort was made to improve all conditions of housing, to enlarge our supplies of equipment, and to study, on the basis of experience, opportunity for more effective offerings and planning. Then came the "incident" of December 6. Schools were opened December 7th and 8th, but open sabotage made it necessary to close on December 8th for an indefinite time. During this period, while the members of the faculty served in every capacity - even to oil delivery - to carry on essential functions of the Center, an intensive effort was put forth to make the school housing adequate and school facilities in supplies and equipment such that the reopening could be under more favorable auspices. A large part of this latter program included meetings between school authorities and parent-teacher groups designed to improve understanding and a united community aim and support for education.

*Edm. C. High*



SECONDARY SCHOOL  
Education Department  
Community Services Division  
Manzanar, California

Principal  
Leon C. High

Vice-Principal  
Myron A. Hesse

March 26, 1943

Date

TO: Dr. Carter

Address \_\_\_\_\_

FROM: Mr. High

Address \_\_\_\_\_

SUBJECT: Quarterly Report

During the past quarter the Manzanar Secondary School has made gratifying progress toward the realization of its objectives. Indeed, we had the satisfaction of being told by a group of five visiting representatives of the University of California late in February that our school was twice as good as they had dared hope it might be under all conditions we had to face.

Our equipment has now reached the point where it can be considered adequate and subject only to essential continuous operational improvements. All class rooms are properly insulated with plaster board; reasonably heated; provided with blackboards, and book cases; and are receiving tables and chairs for proper pupil work, with prospect that all will soon have them. The science laboratory is reaching the stage where real laboratory work can be carried on. The chief remaining needs are an Assembly Hall where morale can be built through student body meetings and production of student activities such as music, plays, and other programs; and more adequate teacher housing.

Supplies and equipment needs are probably no more deficient or slow in arrival than those in the average public school under war conditions. They have arrived in sufficient quantity and variety to make normal school work quite feasible. Particularly valuable was the provision of 30 typewriters to train typists.

The School Personnel has improved in several ways. The meetings with parent and representative groups held during the enforced closing during January, bulletins to parents and pupils, elimination of those who did not want to attend school by allowing pupils over 16 years of age to drop out, and continuous emphasis on the fact that education was an opportunity to carry on a vital life experience normally, even in a Relocation Center, provided it was pursued with serious purpose have combined to change the tone of the school. Real school work is certainly the general rule. An additional factor aiding better organization has been the reduction of the school population by graduation of 85 pupils and the transfer of 36 pupils to Minidoka. While many of these pupils were among our finest assets, their leaving has reduced our over-crowded conditions. At the same time faculty personnel has been enhanced



SECONDARY SCHOOL  
Education Department  
Community Services Division  
Manzanar, California

Principal  
Leon C. High

Vice-Principal  
Myron A. Hesse

March 26, 1943

Date

TO: Dr. Carter

Address \_\_\_\_\_

FROM: Mr. High

Address \_\_\_\_\_

SUBJECT: Quarterly Report

by the arrival of eight new teachers, the temporary appointment of Miss Marian Potts ( a woman of mature good judgment with twenty years background in Japan thus having, in addition to her ability to speak Japanese, an understanding of the Japanese people ) as Vice-Principal, and the appointment of Dr. W. Melvin Strong as Director of Curriculum.

Most significant is the progress in Curriculum Orientation. With the start of a new semester, on March 8, it was possible to overcome many difficulties inherent in the first orientation of pupils from 212 different schools. Variety of background has been crystallized into certain patterns of adjustment and future offering. We could and did set up definite requirements for graduation from Manzanar. We were able to reduce our school day to seven periods, eliminating study hall over loads. Double periods were provided in Industrial Arts, Household Arts, and necessary art courses. Farm Management became a real vocational subject with ten acres for the school under development and a half day provided for a well rounded training in Laboratory and field. A school paper has been started growing out of a class in Journalism.

Prospects for future improvement are bright. The first graduation exercise has lent real meaning to the substantial quality of the school status and program. The exercise itself was most impressive and the provision of diplomas comparing favorably with those of any public school has made the patrons and pupils feel their school is sound and one worthy of their best efforts. With this background, we are starting a more intensive and wider provision for fuller school experience. Under Dr. Strong reading tests have been given all pupils. These are thoroughly analyzed for their implications in curriculum and pupil adjustment. Study groups are established to train teachers in handling enriched curriculum in the hope that we can gradually approach new courses or improvement of old courses with prepared background and not haphazard experiment; and to prepare pupils for participation in school leadership so they can do it without blundering errors. Under the direction of Miss Potts a program of activities is being planned to build morale and develop social experience. And it is anticipated that more thorough organization will make real supervision of instruction, through class visitation by the Principal and faculty meetings, feasible and profitable.

*Leon C. High*



# (6) Manager Secondary Class Rooms

100  
Drama & Music Hall  
#15

Clothing Class  
#20

20 30  
Home Economics Class  
Study Hall & Library  
#16

33 33 33  
General Science Class  
Science & Ag. Class  
Physics & Chemistry  
#17

20  
Science Lab.  
#19

100  
Wood Shop  
#14

25 25 30  
Advanced Math  
General Science Class  
Math. Class  
#16

25 X 25 25  
Drafting Class  
Health Room  
Typing Class  
Short-hand Class  
#13

25  
Social Study Class  
World Lit. Class  
Language Class  
English Class  
#15

Women's Latrine  
#18

33 33 X (the line down)  
Social Study Class  
Math Class  
Shop Storage  
#12

25  
Guidance Room  
Social Study Class  
English Class  
Social Study Class  
#4

Men's Latrine  
#17

25 25  
Journalism & Social Problem Class  
#11

25  
Math Class  
Library Science  
Social Study Class  
Speech Class  
#3

30  
Dr. Strong's Home  
Girl's P.E.  
#10

25 X X X  
English Class  
Teacher work Room  
Visual aids  
Mrs. Dille's Home  
#2

25  
Book Keeping Class  
#9

X Y X Y  
Custodian's Office  
Adult Education Office  
#1

Dental Clinic  
#8



August 31, 1942

M E M O R A N D U M

From: Thomas A. Nakashima  
Paul H. Kusuda

To: Education Department

Subject: Supplementary Information

Many of the benches and tables listed under the various recreation halls have been made by the attendants and leaders of the respective halls. In such cases, the equipment might be deemed privately owned. However, in most instances, usage of such equipment may be assured since to this date, the articles have remained in the halls at all times.

In addition to the recreation hall equipment, there are long benches in many of the ironing rooms which are not being used at the present time.

The basket-ball and volley-ball courts mentioned belong to the respective blocks; they do not belong to the Recreation Department under the halls.

As to the usage of the recreation halls, many of them are not being used to the fullest extent; however, the halls for arts and crafts are the only ones used to the fullest capacity. The nursery schools have fair attendance in the morning. In the afternoon, the people playing ping-pong constitute the major part of the attendance. In the Men's Centers, the attendance is rather steady all day long with goh, shogi, and card players dominating the halls.

Thomas A. Nakashima  
Thomas A. Nakashima

Paul H. Kusuda  
Paul H. Kusuda



State of California  
DEPARTMENT OF EDUCATION  
Sacramento

June 21, 1943

Mr. Ralph P. Merritt, Project Director  
Manzanar War Relocation Area  
Manzanar, California

Dear Mr. Merritt:

During the school year of 1942 and 1943 the Division of Secondary Education of the State Department of Education has advised the administrative staff of the school system of the Manzanar War Relocation Area on the organization of junior college classes.

Upon invitation extended by the Superintendent of Education, the Chief of the Division of Secondary Education paid a visit to Manzanar on June 7 and 8. An inspection indicated that with respect to the qualifications of teachers, the course of study, school facilities, and the organization and supervision of instruction, the junior college at the Manzanar War Relocation Area met the standards contained in the California School Code and the Rules and Regulations of the California State Board of Education for public junior colleges.

Sincerely yours,

(signed) Walter F. Dexter

19:36:157

cc: Dr. Genevieve Carter



STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION  
SACRAMENTO

June 21, 1943

Mr. Dillon Myer, Director  
War Relocation Authority  
Barr Building  
Washington, D. C.

Dear Mr. Myer:

Upon an invitation extended by the Superintendent of Education of the Manzanar War Relocation Area, the Chief of the Division of Secondary Education visited the Area and inspected the schools on June 7 and 8, 1943.

It was found that the junior-senior high school at Manzanar meets the standards contained in the School Code of California and the Rules and Regulations of the California State Board of Education. The teachers hold appropriate California credentials with but few exceptions and in these instances the teachers are well trained. The course of study has been carefully developed, appropriate school facilities and equipment have been provided, and instruction is well organized.

Sincerely yours,

(signed)

Walter F. Dexter  
State Superintendent of Public Instruction

19:36:157

cc:

Dr. John W. Studebaker  
Mr. Ralph P. Merritt  
Mrs. Lucy W. Adams



UNIVERSITY OF CALIFORNIA  
Office of Relations with Schools  
Los Angeles

June 30, 1943

Dr. Aubrey A. Douglass, Chief  
Division of Secondary Education  
State Department of Education  
Sacramento, California

Dear Dr. Douglass:

I have received Mr. Spindt's report of his visit  
to the Manzanar High School with you on June 7.

We shall be glad to join you in writing a state-  
ment which would help to secure recognition for the school  
work being done at Manzanar. However, before doing so,  
I should like to see if the Board of Admissions and Rela-  
tions with Schools would be willing to accredit the school.  
We are, consequently, asking the Board to consider the  
accrediting of this school immediately. Just as soon as  
word is received from the Board, I shall let you know.

Yours sincerely,

*Hiram W. Edwards*

Hiram W. Edwards  
Director of Relations  
with Schools

KW  
cc: Miss Thomas ✓  
Dr. Carter



*Dr. Carter*

MANZANAR SECONDARY SCHOOL

Manzanar, California

May 16, 1944

MEMORANDUM TO:

FROM: Rollin C. Fox, Principal

SUBJECT: Relocation or Seasonal Leave for High School Students Before the End of the School Semester

Students have been inquiring about going out on seasonal leave or furlough or relocating before the end of the school semester in the middle of June.

The Project policy is to allow NO HIGH SCHOOL STUDENTS leave of this kind UNLESS IT IS A FAMILY LEAVE OR FAMILY RELOCATION.

Whatever arrangements are made for leave are the responsibilities of and are to be worked out with the Relocation Office. The high school is merely advising students in accordance with the policy established by the Relocation Committee last month.

The transcripts of students who leave in violation of this project regulation will be marked "left school for seasonal (or other) leave."

Rollin C. Fox, Principal



## MANZANAR HIGH SCHOOL

### Evaluative Criteria

Indicate the relative importance of each of the following evaluative criteria in your school by checking (3) if it is of much importance, (2) if it is of some importance, (1) if it is of little importance, and (0) if it is of no importance.

Complete this list and rate your school.

#### DOES YOUR SCHOOL PROVIDE:

- |     |   |  |
|-----|---|--|
| 1.  | Suitable challenges for each pupil from lowest ability to highest . . . . .   |  |
| 2.  | Opportunities for individual recognition for worthy accomplishments. . . . .  |  |
| 3.  | A balanced realization of personality dynamics . . . . .  |  |
| 4.  | Cooperative curriculum planning . . . . .   |  |
| 5.  | Objectives stated in terms of pupil goals. . . . .  |  |
| 6.  | Evaluation in terms of modified conduct, habits, attitudes, as well as information . . . . .  |  |
| 7.  | Free reading opportunities and development of reading tastes . . . . .  |  |
| 8.  | General education as well as compartmentalized courses . . . . .  |  |
| 9.  | Remedial work in fundamental processes . . . . .  |  |
| 10. | Freedom for teachers to vary objectives, activities, and methods to suit differing needs and for experimentation . . . . .                                      |  |
| 11. | That all students have equal social status regardless of race, creed, or nationality . . . . .  |  |
| 12. | Development of good citizenship habits and relative values . . . . .  |  |
| 13. | Adequate opportunity for student participation in school government, and do pupils accept their responsibility in carrying out the governing functions. . . . . |  |
| 14. | Adequate library facilities with sufficient reference material to meet the needs of the modern program . . . . .  |  |



Dr. Carter ✓  
✓ FILE

## MARKING SYSTEM AND STANDARDS

Any marking or grading system yet devised for recording the measure of pupil progress and achievement can be criticized adversely because of its inability to furnish a complete objective evaluation of many intangible qualities and learnings. The result is great variability in "standards", and frequently of unintelligible "systems" which cause confusion for pupils, parents, and organizations to which pupils transfer.

Hence, in asking teachers to use the following plan, there is recognition that the plan is not infallible. However, there is also hope that by retaining the most widely used, at least outwardly, symbols and defined standards we can attain fair and acceptable records of pupil work which will be of value to them, their parents, and for future transfer. (Please use these five grades only -- do not add + or - .)

## A Superior work.

The pupil is always prompt in meeting assignments; the work is of the highest quality as to correctness, thoroughness, organization, and neatness; there is evidence of initiative in individual thought and study beyond the minimum requirements; the contribution to the class work and atmosphere is uniformly and earnestly helpful--the earnest scholar.

## B Good work.

The pupil is always prompt in meeting assignments; the work is correct, thorough, well organized and neat; all required work is done; the contribution to the class work and atmosphere is uniformly helpful, without "bluff"--the faithful student.

## C Average work.

The pupil is always prompt in meeting assignments; the pupil gives evidence of honest effort though sometimes results, through inability or lack of continuous application, may vary in quality, usually attentive and helpful in class.

## D Unsatisfactory work.

Through lack of ability or application the pupil's assigned work is erratic in quality



and promptness; the contribution to the class is weak through lack of understanding, effort, or attention. (During a semester this mark should be given to the pupil as a warning that failure will result unless there is improvement, if the pupil has ability. It may be assigned as a final grade to the weak pupil who has worked to capacity, achieved what he could, and profited to the extent that repetition would not be fair or promise better results. In all cases where "D" is used as a final grade, it means that the pupil should not attempt a higher level of work in the field, except in the case of required subjects.)

#### F No credit.

The pupil has provided so little from the class experience--from whatever cause--that the work should be repeated, or that there is evidence the work is beyond his ability, or is entirely foreign to his interest. In assigning grades, the so-called normal curve has implications. As generally accepted this suggests a grade distribution of:

A 3 to 5 per cent  
B 20 to 25 per cent  
C Approximately 50 per cent  
D 20 to 25 per cent  
F 3 to 5 per cent

In considering such a distribution, (it must be observed that it can apply only to large groups over a long period of time and under normal conditions. Under no condition should it be applied arbitrarily. However, it may serve as a warning of need to consider most carefully the standards of the teacher when there is marked deviation from such distribution. Such deviation may be quite justified, but be sure you can justify it, if it occurs.

Be sure that you do not let disciplinary factors in themselves influence your grades or marks. Discipline often affects achievement. The cooperative pupil probably is attentive, industrious, and successful. The uncooperative pupil may fail to do his work, be inattentive, and lose needed explanations so his work is poor. But no pupil should be threatened with failure or poor grades merely because he is troublesome, or should have any justification for saying he received a grade because the teacher "had it in for him."



# CURRICULA, AND SUBJECT AND GRADUATION REQUIREMENTS

Manzanar Secondary School 1943-44

A minimum of 190 semester periods required for graduation

## \*Subjects required for all curricula

5 semester periods of credit per semester for subjects written on one line, 10 units if on two lines.

7th Yr.	8th yr.	9th yr.	10th yr.	11th yr.	12th yr.
*SS 7	*SS 8	*SS 9	SS 10	*SS 11	SS 12
*SS 7	*SS 8	*SS 9	*Eng.	*Eng.	*Eng.
*P.E.	*P.E.	*P.E.	*P.E.	*P.E.	*P.E.
*Math 7	*Math 8				
*Sc. 7	*Sc. 8	*Gen. Sc.			
*HM/Shop 7	*HM/Shop 8				
*Art/Mus 7	*Art/Mus 8				

## C o l l e g e E n t r a n c e

Individual college catalog requirements must be met

El, Alg.	Pl. Geom.	Physics or Chem.	Physics or Chem.
	Latin 1 or French 1 or Spanish 1	Latin 2 or French 2 or Spanish 2	

Students intending to take a college liberal arts course should have a third year of one foreign language or two years of a second. Those intending to take a scientific course should take two advanced sciences and two years of advanced mathematics.

## B u s i n e s s

Gen. Math	Typ. 1	Typing 2 Book 1 Short. 1	Book. 2 Short. 2 Off. Prac.
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Typing 1 & 2, Book 1 & 2 & Off. Practice; or Typ. I & 2, Short 1 & 2 & Off. Practice

## V o c a t i o n a l H o m e m a k i n g

##Gen HM	#Foods 1) #Foods 1) or #Cloth. 1 #Cloth. 1	#Foods 2) #Foods 2) or #Cloth. 2 #Cloth. 2	#Home N&CC #Fam. Li
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Foods 1 & 2 & 12th yr; or Cloth. 1, 2 & 12th yr.; or Foods 1 & Cloth 1 and 12th yr.

## V o c a t i o n a l A g r i c u l t u r e

##Gen. Ag.	#Ag. 1 #Ag. 1	#Ag. 2 #Ag. 2	#Ag. 3 #Ag. 3
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## G e n e r a l

Gen. Math	SS 10	SS 12
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and two additional years of work in one field

# Project required for full credit

## Required of all 9th grade students who expect to take Adv. HM or Ag.



# LIST OF SUBJECTS AND CREDITS OFFERED AT

Manzanar High School 1943-44

5 Semester periods of credit per semester unless otherwise stated  
(Subjects will be added as need arises)

Social studies	( 9) (10) (11) (12)	Orchestra 3 sem. per. ( 7-12) Band 2 sem. per. ( 7-12) Sr. Choir 3 sem. per. ( 9-12) Theory ( 9-12) Harmony ( 9-12)
Physical Education	( 9-12)	Applied music (music lessons under approved instruction) 1 sem. per. credit per weekly lesson 1 sem. per. credit per 4 periods of practice weekly
English	(10) (11) (12)	
Journalism	(12)	
Drama	(10-12)	
Lib. Science-1 sem. only	(10-12)	Gen. Ag. ( 9) Ag. 1 *(10) 2 *(11) 3 *(12)
Gen. Science	( 9)	
Biology	(10)	
Physics	(11-12)	
Chemistry	(11-12)	Gen. HM ( 9) Foods 1 *(10-11) 2 *(11-12) Clothing 1 *(10-11) 2 *(11-12) Home Nurs. & Child Care (12) Family Living (12)
Gen. Math	( 9)	
El. Algebra	( 9)	
Pl. Geom.	(10)	
Adv. Algebra	(11-12)	
Trig. (1 sem. only)	(11-12)	
Solid Geom.- 1 sem. only	(11-12)	
Latin 1	(10)	Gen. Shop **( 9-12) Adv. Gen. Shop **(10-12) Wood working **(10-12)
2	(11)	
3	(12)	
French 1	(10)	Gen. Art **( 9) Handicraft **( 9-12) Com'l Art **(10-12) Creative Art **(10-12)
2	(11)	
3	(12)	
Spanish 1	(10)	
2	(11)	
3	(12)	
German 1	(10)	
2	(11)	
3	(12)	
Typing 1 (Com'l students)	(10-11)	
2 first choice)	(11-12)	
Bookkeeping 1	(11-12)	
2	(11-12)	
Shorthand 1	(11)	
2	(12)	
Office Practice	(12)	

Courses offered in the adult education program or the Junior College will be accepted for high school requirements. Call at the office or see Mrs. Pusey about these. 16 weeks of 2 hour classes equals 2 semester periods of credit.

- \* 2 periods daily and 10 sem. periods credit per semester with outside preparation.  
\*\* 2 periods daily and 7½ sem. periods credit per semester without outside preparation.



# CURRICULA AND GRADUATION REQUIREMENTS

Manzanar Secondary School 1944-1944

A minimum of 190 semester periods required for graduation

## Subjects required for all curricula

5 semester periods of credit per semester for subjects written on one line, 10 units if on two lines.

7th Yr.	8th Yr.	9th Yr.	10th Yr.	11th Yr.	12th Yr.
*SS 7	*SS 8	*SS 9	SS 10	*SS 11	SS 12
*SS 7	*SS 8	*SS 9	*Eng.	*Eng.	*Eng.
*P.E.	*P.E.	*P.E.	*P.E.	*P.E.	*P.E.
*Math 7	*Math 8				
*Math 7	*Math 8	*Gen. Sc.			
*HM/Shop 7	*HM/Shop 8				
*Art/Music	*Art/Music				

## College Entrance

Individual college catalog requirements must be met

El. Alg.	Pl. Geom. Physics	Chem.
	Latin 1 or Latin 2	
French 1	French 2	
Span. 1	Span. 2	

Students intending to take college liberal arts course should have a third year of one foreign language or two years of a second. Those intending to take a scientific course should take two advanced sciences and two years of advanced mathematics beyond elementary algebra.

## Business

Gen. Math	Typ. 1	Typ. 2	
		Book. 1	Book. 2
		Short. 1	Short. 2
			Off. Prac.

Typing 1 and 2, Bookkeeping 1 and 2 and Office Practice; or  
Typing 1 and 2, Shorthand 1 and 2, and Office Practice.

## Vocational Homemaking

##Gen HM	#Foods 1) or #Foods 2)	#Home N&CC
	#Foods 1) or #Foods 2)	#Fam. Liv.
	#Cloth. 1	#Cloth. 2
	#Cloth. 1	#Cloth. 2

Foods 1 and 2 & 12th Yr; or Clothing 1 and 2 & 12th Yr.; or  
Foods 1 and Clothing and 12th Yr.

## Vocational Agriculture

##Ag. 1	#Ag. 2	#Ag. 3	#Ag. 4
	#Ag. 2	#Ag. 3	#Ag. 4

## General

Gen. Math	SS 10	SS 12
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and two additional years of work in one field

# Project required for full credit.  
## Required of all 9th grade students who expect to take Adv. HM or Ag.



MANZANAR SECONDARY SCHOOL  
Manzanar, California

January 18, 1945

STUDENT REGISTRATION FOR SECOND SEMESTER

New schedules are herewith provided for each room and teacher. Each homeroom should have several.

Subjects dropped: ag., auto mechanics, library science

Not to be offered: trigonometry

Combined: creative art and commercial art to be held during same period

Instruction to students

In homeroom on Thursday decide what you wish to enroll for the next semester.  
In homeroom on Friday fill in a PROGRAM CARD. If you have one of the old style program cards, in first column put name of subject you are now taking  
in second column put name of subject for same period for second semester  
in third column put room number and teacher's name for second semester

(Each student is to hand in on Friday to his homeroom teacher a program card for the second semester. The homeroom teacher will verify that she has a program card for each student in her homeroom.)

You are not to change sections in any subject unless absolutely necessary. All such changes must have final approval from the office.

In case of conflicts, put in both subjects for same period. You will be informed as to what can be done about it.

Five periods of work is the standard. You may take 6 if you find it necessary provided you grades are at least average of C and you are failing no subject.

Students will get an approved program card on the first day of the new semester on Feb. 1 in their homerooms.

Miss Potts will be available next week to talk over programs with students in grades 7, 8, and 9;

Mrs. Oltmans in grades 10 and 11; myself for students in grade 12.

Please come in and make an appointment.

Rollin C. Fox  
Principal



MANZANAR SECONDARY SCHOOL  
Manzanar, Calif.

May 24, 1945

MEMO REGARDING COMMENCEMENT AND GRADUATION PROCEDURES:

Baccalaureate - Sunday evening, Auditorium, 7:30

practice will be Thursday at 3:35 in the auditorium. We need every graduate there if we are to make a success of our practice.

The graduates will assemble ~~not~~ later than 6:45 Sunday evening with boys in 7-15 and girls in mess 7. Mrs. White and Mrs. Hayes will secure the aid of any other teachers they need to get the processional organized. They will also get the keys from the custodian for these rooms.

The Boosters will usher. Mine are enough.

Mr. Abel and his assistants will take care of the doors.

A committee will arrange for whatever flowers are desired for the stage. We can get roses from Merritt Park.

Students who work during practice time may get a request from Mrs. Hayes to have them excused from work for the time of the practice.

The boys will not use caps at the Baccalaureate.

Commencement - Saturday evening, Auditorium, 8:00 p.m.

Practice will be Friday morning, June 1 at 9:30 until 11:00. We should not need all this time but will plan accordingly.

Boys will wear both caps and gowns for Commencement.

The Juniors will provide a contingent of ten ushers.

Mr. Abel and his assistants will take care of the doors.

Flowers will be taken care of in the usual way.

We will assemble in 7-15 and mess 7 not later than 7:15 for the processional on Saturday evening.

If the class wants a picture taken in caps and gowns it can be done at practice.

Caps and gowns are to be returned either after the Commencement program in 7-15 or mess 7 or on Monday morning following in 7-5-4. They must be shipped back promptly for other schools to use.

Rollin C. Fox  
Principal



## MANZANAR SECONDARY SCHOOL

Name \_\_\_\_\_ ~~SEX~~ Ide. \_\_\_\_\_ Grade \_\_\_\_\_  
 Address \_\_\_\_\_ Date \_\_\_\_\_  
 Previous School \_\_\_\_\_ Location \_\_\_\_\_  
 Birthplace \_\_\_\_\_ Birthdate \_\_\_\_\_ Age \_\_\_\_\_  
 Parent or Guardian \_\_\_\_\_ Previous job \_\_\_\_\_  
*# in family*  
 Camp occupation of parent \_\_\_\_\_  
 Did you attend school in Japan? \_\_\_\_\_ No. in family working here \_\_\_\_\_  
 For what career are you preparing? \_\_\_\_\_

NAME \_\_\_\_\_ *Sex* Grade 7 High \_\_\_\_\_ Low \_\_\_\_\_

Required subjects:Electives (Choose one):

\_\_\_\_\_ Social Living  
           *Remedial English*  
 \_\_\_\_\_ Mathematics  
 \_\_\_\_\_ Science  
 \_\_\_\_\_ Art  
 \_\_\_\_\_ Music  
 \_\_\_\_\_ Physical Education  
 \_\_\_\_\_ Study Hall  
 \_\_\_\_\_ Activity (Hobbies,  
                   Clubs, etc.)

\_\_\_\_\_ Agriculture  
 \_\_\_\_\_ General Shop  
 \_\_\_\_\_ Drafting  
 \_\_\_\_\_ Clothing  
 \_\_\_\_\_ Foods



HIGH SCHOOL  
TRANSCRIPT OF HIGH SCHOOL RECORD

Grades 9 to 12 inclusive

Sex: M \_\_\_\_\_ F \_\_\_\_\_

	School Year 194__ to 194__	Name of Subject	Sem. 1st.	Grades 2nd.	Term Credits
First Year					
Second Year	School Year 194__ to 194__				
Third Year	School Year 194__ to 194__				
Fourth Year	School Year 194__ to 194__				
Special or Fifth Year	School Year 194__ 194__				

Total Term Credits \_\_\_\_\_

Pupils Name \_\_\_\_\_

Date of Birth \_\_\_\_\_  
Month Day YearStudent entered  
this High School \_\_\_\_\_ with \_\_\_\_\_ creditsFrom \_\_\_\_\_  
High School Place StateStudent Graduated \_\_\_\_\_  
Month Day YearWithdrew without Graduating \_\_\_\_\_  
Date

Term credits at time of withdrawal \_\_\_\_\_

One Term credit represents major course for  
year of 36 weeks. Graduation on 1 credits.Grading Plan: "A" Superior, "B" Above Average,  
"C" Average, "D" Below Average, "F" Failure,  
Inc. Incomplete.Student ranked in \_\_\_\_\_ quartile (starting  
from top) in Graduating class of \_\_\_\_\_ Pupils.

## Record of Test Date

Name of Test	Form	Date	Score

This transcript prepared \_\_\_\_\_  
DateSigned \_\_\_\_\_  
Name Position

This school approved \_\_\_\_\_ Class by

\_\_\_\_\_ of \_\_\_\_\_  
State Agency StateTranscript transmitted to \_\_\_\_\_  
H.S., College or Employer

Date \_\_\_\_\_ By \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

(Over)



Name of Student \_\_\_\_\_ Race \_\_\_\_\_

(Report information suggested on this page only if it is available in a form that would aid in evaluating work of student).

Non-class Activities	Position or type of participation	Special interests, ambitions

Special or unusual home, physical or other conditions that might affect life or work of student:

Physical condition or personal traits that might have bearing on achievement.  
(Report in - A, B, C, D, with "A" as superior or outstanding).

Health \_\_\_\_\_  
Industry \_\_\_\_\_  
Initiative \_\_\_\_\_  
Pride in personal appearance \_\_\_\_\_  
Respect for rights of others \_\_\_\_\_  
Dependability \_\_\_\_\_  
Resourcefulness \_\_\_\_\_

It is recommended that this student be - not be - admitted to college:

Unconditionally \_\_\_\_\_, Conditionally \_\_\_\_\_

Signed \_\_\_\_\_  
Principal, Superintendent or Guidance Supv.

NOTE: This record is not a Grade Card; not to be put into hands of pupils. Use heavy line to block out space not used on first page to record grades. Use pen or typewriter in compiling. Get proper signature. File 2 copies - Education Section Washington WRA office. Receiving school requested to notify transmitting agent as soon as these records have become an official part of records of receiving school.



June 3, 1942

## LOS ANGELES CITY SCHOOL DISTRICT

EVALUATION OF WORK AND ACTIVITIES OF EVACUEESName \_\_\_\_\_ Date \_\_\_\_\_  
Mailing Address \_\_\_\_\_

The following information is requested in order to evaluate your work and activities since leaving school, and to assist us in giving proper credit and grades.

1. Date of Leaving School \_\_\_\_\_

2. Date of Arrival at present location \_\_\_\_\_

Verified by some official: (Signed) \_\_\_\_\_  
(Position) \_\_\_\_\_

3. List of activities and work assignments, i.e.:

(a) Written or special assignments given by our instructors: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_(b) Reading done since leaving school (List books, magazines, or articles):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_(c) Work assignments in camp or new location \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Hrs. per day \_\_\_\_\_, Days per wk., \_\_\_\_\_, No. of wks., \_\_\_\_\_,  
Total No. hrs. \_\_\_\_\_

(Signed by Sponsor or Leader) \_\_\_\_\_

(d) Recreational Activities (State whether you are leader or participant):  
\_\_\_\_\_  
\_\_\_\_\_Hrs. per day \_\_\_\_\_, Days per wk., \_\_\_\_\_, No. of wks., \_\_\_\_\_  
Total No. hrs. \_\_\_\_\_

(Signed by Sponsor or Leader) \_\_\_\_\_

(e) State any other activities which you think have had educational or vocational value, i.e. (Check): Art \_\_\_\_\_ Music \_\_\_\_\_ Drama \_\_\_\_\_ Speaking \_\_\_\_\_  
Religious \_\_\_\_\_ Cultural \_\_\_\_\_ Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RETURN PROMPTLY TO:

\_\_\_\_\_  
Address \_\_\_\_\_ HIGH SCHOOL

(Use reverse side for additional information)



Dr. Carter  
April 13, 1945

MEMO REGARDING RELOCATION OF STUDENTS BEFORE END OF SCHOOL YEAR

I talked with Mr. Heath this morning regarding the relocation of students before the end of the school year. Mr. Heath believes that, in order to accelerate relocation, students should be given their credits any time from now on and that they should be told that they need not necessarily enter another school this school year depending upon the laws of the state to which they go and their own inclination in the matter. He feels that our granting of credit for the year's work prior to the close of school is an important item in family relocation, and without such granting of credit families will wait until school is out in June before leaving Manzanar.

I explained to Mr. Heath that:

1. We are doing all we can to expedite and encourage relocation at once. We are proud of the fact that about 70 high school students have relocated since the beginning of this semester. In all our contacts we have tried to build up confidence between families and the school in counseling about relocation and future educational plans.
2. We are giving all students the WRA termination form 393 when they leave together with their program and grades.
3. We are advising them to contact the new school immediately, if it is in session, so that they may get adjusted to the new school and get their program worked out satisfactorily.
4. In the case of seniors, we are granting credit in all subjects in which a student is passing and granting him a diploma on that basis even though he leaves before the end of the year.

Essentially Relocation and the High School are in agreement. The only matter about which there is need for further clarification is this. Mr. Heath feels we should advise parents and students that students leaving before the end of the school year will receive full credit for the passing subjects they are now studying and that such students need not necessarily enter the school in the new community to which they go.

This approach is likely to have repercussions in two ways:

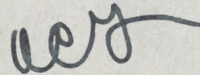
1. The receiving school evaluates the credits and may or may not follow our recommendations. It is very possible that receiving schools will not permit students to proceed with the next year's work if it is discovered that they were in that community for several weeks before the end of this school year and made no effort to enroll or contact that school. From a sound point of view parents and students will want to get in touch with the new school at once. To do otherwise will cause much confusion and hardship on our young people next fall. So far we know of no case in which students have experienced any difficulty with the receiving school. If they were to remain out of school in their new communities for the balance of the school year I fear that they will experience some difficulties in September.
2. In most communities the law will require most of our students to enter school at once because they are of legal school age.



As for the seniors, this is the last high school to evaluate their credits. If we grant a diploma there is no other high school to raise any questions. If such students go to college it will be the obligation of that college to evaluate their credits on the basis of their complete and full record. I have no reservations in saying that any senior who relocates with his family will be granted his diploma this spring when he leaves if he is passing his work at that time.

I sincerely believe that parents will be more anxious to go out now with their children if they feel that we are giving them sound educational advice.

Is this as you attempted to explain it to Mr. Heath?



Rollin C. Fox  
Principal



Dr. Carter

EXTRA CURRICULAR ACTIVITIES  
PROCEDURES  
Manzanar Secondary School  
Manzanar, California

January 10, 1945

Student groups have asked for helpful information to assist them in carrying out their extra curricular activities. The following data should be of help:

1. How to do the Preliminary Planning

Careful planning done well in advance is necessary for successful student functions. The suggestion for a program or party may come from the officers, it may come from any member of the group. However, any such suggestion is to be discussed by the whole membership and approved by them before any such function should be planned. The officers have only so much authority as the membership gives them.

The group authorized to plan the function should meet together with their advisor and go over the plans, appoint people on committees who will get things done, and then check up to see that the committees really do what they were appointed to do.

2. How to Get an Open Date

Find out in the office what are possible dates. A calendar is kept posted on the wall. Only when plans are complete and the Extra Curricular Activity Application blank is filled out and approved is a date definitely reserved. Make sure you have a definitely approved date.

3. How to Get a Place for Extra Curricular Activities

Functions held at the close of school may be held in the classrooms. For evening functions where more room is desired there are several places that may be had, such as, Mess 2 and Mess 16. The auditorium is available only when a function is too large or not suited to be held in an unused mess hall. Permission to use Mess 2 must be gotten from Community Activities on any night except Friday; for Friday nights, apply at high school office. Permission to use the Auditorium may be had at Community Activities, 1-3-3. Permission to use Mess 16 must be secured from Community Activities, 1-3-3. For use of high school rooms, permission is granted in the high school office.

4. How to Get Approval for Plans

Get a copy of Extra Curricular Activity Application (Form MSS 1) in the high school office, go over this with your advisor to complete the information required, get all necessary O.K.'s, and submit the completed blank to the office at least a week in advance of the date of the function. Then a definite date will be assigned on the calendar.

5. Town Hall Permit

A request must be made at Town Hall for permission to hold any function in the evening which will be attended by more than 50 persons. A formal permit, Form 984, will be issued. The school office will request the Police Dpt. for any assistance that may be needed at school functions.



## 6. How to Get Things Needed at Parties and Programs

If you Need:

Chairs and Tables--these can be had through Mr. Shirota if notice is given him several days ahead.

P.A. System and Records --the P.A. system owned by WRA cannot be used for class parties, only for school wide functions like assemblies, football games, or school programs to which all students are invited. Education has a small P.A. system available at no cost; this may be reserved in 7-2-2 through Mrs. Abel. Other P.A. systems can be had through Community Activities or privately at a small charge. Records can be rented through C.A. privately. The school does not have a library of dance records for this use.

Refreshments --When an admission is charged, no WRA mess provisions can be had. These must be purchased by the group. If no admission is charged and if no food items are sold at the party a reasonable amount of available provisions can be had on application through the high school office to the Mess Division twice per semester for the same group. Eggs are to be requested from the school farm. Classes and other groups are urged to make their refreshments simple and inexpensive.

Decorations --These are the responsibility of the group concerned. Decorations should be simple and inexpensive. They may not be placed so as to come in contact with exposed electric light bulbs or stoves. There is a distinct fire hazard from decorations. In the auditorium all decorations like paper and easily burned materials are to be fireproofed. (Directions for fireproofing can be had in the high school office.)

Spangles or wax crystals -- Use these sparingly. A small box is more than ample for any floor. Too much does no good and runs up expenses.

Panel Truck --If necessary for transporting a P.A. system and refreshments a panel truck may be requested through the high school office if the request:

1. Is made two days ahead of time.
2. If the time to be used, where it is to be used, the mileage needed, and whether a driver is needed are given.

This request is made out in the high school office on proper forms and sent to the Motor Pool. Only holding a WRA driving license may drive a WRA vehicle.

Key --For students' own protection, school and building keys are not to be given or loaned to students.

## 7. Hours for Functions

Afternoon functions at the close of school are to close in time for students to get to their mess halls. Evening functions are limited by agreement with the Block Managers as follows:



1. Nights before a school day will not ordinarily be used for school functions of a social nature.
2. On nights before a day when there is no school, the closing hour is: 11 o'clock except for Saturday, when the closing hour is 11:30. This allows an addition half hour for cleaning up afterward.

8. Cleaning Up

Organizations using rooms are to clean up at the close of the function all papers, programs, paper cups and plates, and all other loose trash; arrange the furniture and equipment in an orderly fashion in the places where they found it; turn off stoves and lights; and lock up. It is not necessary to sweep the floor unless much litter is on it.

9. Whom to Admit

High School parties should be primarily for high school students. The practice of high school students bringing as a partner or guest a person not in high school is approved if the group so wishes. However, if invited such guests are to come with school students. Parents should always be welcome at high school parties. If a party is only for a particular group, other persons are not to be admitted. Persons under the influence of alcoholic liquors are not to be admitted; neither are gate crashers. A gate tender is to be at the door at all times.

10. No Smoking or Drinking - At any school function by anyone.

11. Admissions Tax

There is a Federal admission tax of 1 cent on each major fraction of 5 cents admission charge. This is paid through the Student Fund to the Collector of Internal Revenue.

12. Financial Report

The next school day after each function involving receipts or expenditures, a Report on Financial Activities (Form MSS 2) is to be made to the Student Fund, together with a deposit of any funds. A receipt is to be presented at that time for all expenditures. If a cash advance is needed for a party, a disbursement voucher is to be completed and properly signed, and submitted several days in advance to the Student Fund.

13. Dues - This matter is being considered by the Student Council.

14. Students and Advisors:

It is the joint responsibility of student groups and their advisor to meet jointly for planning, decorating, and holding extra curricular functions. Student groups are not to meet without their advisor.

15. Order of Procedure:

1. Suggest the idea for a party or program to the advisor and to membership of your group.
2. Get the approval of your group membership before you go any further.
3. Select one or more tentative dates.



4. Meet with your advisor and committees to plan all details of your party and assign every duty to some person or group and see that they carry out their duties.
5. Get a copy of Extra Curricular Activity Request form in the office and complete this with the help of your advisor. When it is complete and signed by all concerned, present it to the office for an O.K. and a definite assigned date.
6. If mess provisions are requested, please make out with the help and approval of your advisor, a detailed list of those and submit it to the office for forwarding to the Mess Division.
7. If the WRA P.A. system is to be had, a request must be handed in at the office several days in advance; if a Community Activities system is desired, see Community Activities 1-13-3; if a private system is to be used, make arrangements with the owner direct.
8. If a panel truck is needed, make a request in the high school office at least two days in advance.







MANZANAR JUNIOR HIGH SCHOOL

SPEECH CONTEST

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Contestants

1. Reiko Arai  
from the War Message of W. Wilson
  2. John T. Asanuma  
"Invictus" by Henley
  3. Keiko Fujino  
"Makers of the Flag" by Lane
  4. Asami Fukumoto  
"An American" by D. Webster
  5. Jack Hayashi  
"Chicago" by Carl Sandburg
  6. Bobby Kame  
"Country Boys' Creed" by Grove
  7. Akemi Mikawa  
Liberty Speech by Patrick Henry
- 

- 
8. Yoshikazu Sakuma  
Preface to "Major Barbara" G.B. Shaw
  9. Jimmy Shikami  
Gettysburg Address by A. Lincoln .
  10. Teruaki Takeda  
"Farewell" by A. Lincoln . .
  11. Kenji Watanabe  
"The American Creed" by W.T. Page .
  12. Lily Yoshida  
"They Will Need Thy Blessings" .  
by F. D. Roosevelt
  13. Majorie Tsukamoto .  
"Dickens in Camp" by B. Harte
  14. Patsy Matsumoto .  
"Iubla Phan" by S. T. Coleridge
  15. Sumiko Fukushima .  
"When Earth's Last Picture Is Painted"  
by R. Tipling
-



Mr Fox



## GLEE CLUB MEMBERS ALL KNOW:

The names of the lines and spaces: E G B D F, and F A C E.  
Space below the staff: D.  
Line below the staff: Middle C.  
Second space below the staff: B.  
Second line below the staff: A.






The order of sharps (#): Funny Clowns Go Down An Elephant's Back.  
The rule for finding do: The last flat is ti (7), count to do. (Key)

The order of flats (b): B E A D G C F.  
The rule for finding do: The last flat is fa (4), count to do. (Key)

When there are no sharps nor flats, do is C. (Key)

The scale: do, re, mi, fa, sol, la, ti, do. There are half steps between mi and fa; and between ti and do. All others are whole steps.

Sharps raise tones one half step. Flats lower tones one half step.  
A natural sign takes away a flat or a sharp. (q)

The kinds of notes and rests:  
whole   
half   
quarter   
eighth   
sixteenth 

The common time signatures: 2 3 4 5 6 2 3 4 6 9 12 2 3 4  
4 4 4 4 4 8 8 8 8 8 8 2 2 2

The upper number tells: How many beats there are in every measure.  
The lower number tells: The kind of note that gets one beat.  
A dot after a note adds one half its own value.

Shades of loudness and softness: pianissimo pp the very softest tone  
piano p soft  
mezzo piano mp medium soft  
mezzo forte mf medium loud  
forte f loud  
fortissimo ff loudest (good tone)

crescendo, cres., means start soft and gradually get louder.  
diminuendo, dim., means start loud and gradually get softer.

We sit tall so that we may all have a good supply of breath.  
Good breath makes better tone.  
Good breath makes smoother singing.  
Good breath finishes phrases instead of chopping them.

We open mouths so that the vowel sounds can come out: a, e, i, o, u.  
We use lips, and the tongue quickly to make clean, clear consonant sounds.

Some consonants must be sung: d, j, g, v, b, m, n, z, r, y, l; (th).  
Some consonants are not sung: p, f, t, c, k, s, wh, th, q.

Good singers: LISTEN QUIETLY\*\*\*\*\*HAVE SPIRIT\*\*\*PAY ATTENTION\*\*\*\*  
TRY TO IMPROVE VOICES\*\*\*PRACTICE VOWELS AND CONSONANT  
SOUNDS\*\*\*\*SHOW EXPRESSION IN THEIR FACES AS WELL AS  
THEIR VOICES\*\*\*\*\*LIKE TO SING AND SHOW IT\*\*\*\*LEARN THE  
MUSIC AND WORDS\*\*\*\*\*HAVE FUN!



File

# MANZANAR HIGH SCHOOL STUDENT FUND REGULATIONS

Manzanar, California

October 13, 1943  
(Revised December 2, 1943)

## I. Definition of Student Fund

By Student Fund is meant all monies raised and expended by student organizations within the Manzanar High School.

Under WRA regulations, teachers are not permitted to raise or handle student funds but are authorized herein to act as advisors and supervise the finances of any student organization, as outlined herein, of which they serve as advisor.

## II. Organization

No student activities are to take place except under the supervision of faculty advisors and with the approval of the high school principal.

All such activities resulting in the raising or expending of funds belonging to student organizations must be for approved purposes: social, educational, athletic, and the like, and are not to be commercialized. The student fund treasurer shall be a student in good standing and shall be selected by the student council and approved by the principal.

A student treasurer shall be selected by each student organization raising or dispersing student funds. An advisory committee consisting of the principal and a faculty member shall approve of all expenditures.

## III. Accounting System

A student fund accounting system is established to:

- a. To provide general supervision over the financial transactions of the student organizations.
- b. To provide for safe-keeping of student activity funds.
- c. To establish uniform practices within the student organizations and in the school in general for handling receipts, expenditures, and general accounting.



#### IV. Procedures

The student treasurer shall be responsible for receiving, dispersing, and safe-keeping of all student funds. It shall be his duty to issue receipts of deposit for monies deposited with him, make payments only upon the signed order of the treasurer and faculty advisor of student organization concerned, and to supervise the record keeping for each organization and the central treasury.

No funds are to be kept or dispersed by any organization except through the student treasurer.

Appropriate forms for depositing of funds, payment of obligations, and general accounting practices shall be used in every instance. Each organization shall maintain its own account and a duplicate of that shall be maintained by the student treasurer.

An audit of accounts at the end of each quarter shall be made under the direction of the WRA project auditor.

#### V. Fidelity Bond

The student treasurer shall be bonded to the extent of \$1000.

#### VI. These regulations shall become effective when approved by the Project Director at Manzanar.

Date \_\_\_\_\_ Approved by:

RALPH P. MERRITT  
PROJECT DIRECTOR



## ORGANIZING A HIGH SCHOOL CO-OP

By Betty P. Beaver

Stocked with high school supplies costing over \$200.00 the store was first opened in one of the high school barrack rooms. Displays were attractively arranged on rough tables, later replaced by attractive display cases and counters built in the woodworking department. Colorful signs and curtains decorated with the Twin Pine insignia helped to make the store more attractive.

Purchases of goods are made through the Consumer Enterprise, who order from all companies designated and bill at cost, adding the state sales tax and 10 per cent handling.

The store is open four to five hours each day, Monday through Friday, during hours most convenient for student buying. An average day's sales, which at first amounted to about \$5.00 have increased to about \$25.00

At the end of the first semester, based upon profits from November 23 through January 31, over \$50.00 was set aside to issue as share profits to members. This amount represented a 23 percent return on purchases made by students and a 4 per cent interest on investment; thus a student who had purchased one dollar's worth of goods received 24 cents as rebate. All share profits not claimed after 30-day period were transferred to a "general reserve fund." All profits from non-members were transferred to an "educational fund" or to the General Reserve.

The By-Laws were adopted by the members March 10 and were later approved by the CCA in North Kansas City, Missouri.

After obtaining an engraving of the Pine-Tree insignia, the membership committee designed and had membership cards printed. These cards were issued on the first day of the second big membership drive held April 7 to 9. With the co-operation of the high school band, the president, costumed as the Amache "Town Crier," announced the opening of the drive. Each member was tagged and all others were solicited for membership. A Co-op Hop climaxing the drive, was held in Terry Hall April 9, with over 200 members attending.

Sales books inscribed with the Co-op insignia were designed, ordered and put into use the opening day of the Membership Drive. Special Co-op pins have been ordered to be sold to members.



## ORGANIZING A HIGH SCHOOL CO-OP

By Betty P. Beaver

The Senior Hi Co-op has proved to be a far reaching educational project, using the facilities and help of the speech, art, homemaking, woodworking and commercial departments, and providing a background of knowledge for participation in co-operative endeavors after leaving school.

Since the board of directors, committee members, and clerks have gained the experience in handling business situations, almost all of the responsibility of running the store has been turned over to them. They really feel that it is their store and are constantly thinking of ways to enlarge and improve it. With an ever-increasing enthusiasm, they, along with the advisers and members, are fast becoming ~~increased~~ convinced that the Co-operative way is a good way to ~~manage~~ manage business and practise democracy.



MANZANAR SECONDARY SCHOOLS

ATHLETIC PERMIT CARD

NAME \_\_\_\_\_ AGE \_\_\_\_\_ GRADE \_\_\_\_\_

I am willing that my son, daughter (underline) participate in any of the athletic activities conducted by the School.

I will not hold the school or teachers responsible for accidents or injuries to my child.

Parent's Signature \_\_\_\_\_

MANZANAR SECONDARY SCHOOLS

ATHLETIC PERMIT CARD

NAME \_\_\_\_\_ AGE \_\_\_\_\_ GRADE \_\_\_\_\_

I am willing that my son, daughter (underline) participate in any of the athletic activities conducted by the School.

I will not hold the school or teachers responsible for accidents or injuries to my child.

Parent's Signature \_\_\_\_\_



MANZANAR SECONDARY SCHOOL  
Manzanar, Calif.

Oct. 25, 1944

NOTICE ON FOOTBALL GAME

Plans are all set for the football game today with Big Pine High. The first game will be with grades 7 and 8. We are not sure when this game will start but believe it will be about 2:30. However ~~excused~~

THE SIGNAL FOR THE DISMISSAL OF CLASSES WILL BE A CONTINUOUS SERIES OF SHORT BLASTS ON THE SCHOOL SIREN. CLASSES WILL STAY IN SESSION UNTIL THIS TIME. THIS WILL BE ABOUT 2:30.

The second game will be with the grades 9-12.

Peanuts and snowballs will be on sale at the front of 7-10-4 during the progress of the game. The game will be announced over our PA system.

The Boosters and decorating committee members may be excused from their fifth period class at 1:40 to make preparations for the game and details incidental thereto.

Let's all turn out for the games; let's be good sports; let's make it a real occasion for Manzanar with more to come.

Rollin C. Fox  
Principal



*Dr. Carter*

MEMO REGARDING CHRISTMAS ASSEMBLY AND EVENING PROGRAMS,  
FRIDAY, DECEMBER 22, 1944, AUDITORIUM

Assembly, FRIDAY, 2-3:30 P.M.

Preliminary Announcement concerning program by  
Dr. Carter

Program proper under direction of Mr. Frizzel

At conclusion of musical program:

Introduction of Santa Claus by Dr. Carter

Announcement by Dr. Carter of how the Christmas  
treat will be given out

Playing of Christmas records while pupils are leaving

EVENING MUSICAL PROGRAM, 8-9:15 P.M.

Playing of Christmas Records before program  
Susumu in charge

Preliminary Announcement concerning program  
by Dr. Carter

Program proper under direction of Mr. Frizzell

Christmas records played briefly following program while  
While audience is leaving

Susumu in charge.



JUNIOR HIGH ELECTION

President

Mamoru Ogi  
Jim Tomita

Girl's Vice President

Mary Hiram  
Sumiko Uyemori

Boy's Vice President

Yukio Takikawa  
Yoshio Tsuda

Secretary

Grace Araishi  
neiko kubota  
neiko Mayeda  
Alice Sakuma  
kenji Yada  
Haruko Yoshimoto

Treasurer

Herbert Amamoto  
Yoshikazu Sakuma  
Tadashi Tatsui

SENIOR HIGH ELECTION

President

Shoji Maruyama  
George Nishimura

Girl's Vice President

Sadaye Akemoto  
Yoshiko Kusunoki  
Miko Sano

Boy's Vice President

Shigeki Sugiyama  
Seizo Tanibata

Secretary

Grace Hochi  
Haruko Uyeda

Treasurer

Toshiko Kato  
Grace Kiyo Nishi  
Mary Yamashita

Girl's Athletic Manager

Chiyeko Hiraoka  
Kazuko Yoshimura

Boy's Athletic Manager

Takashi Osumi

Yell Leader

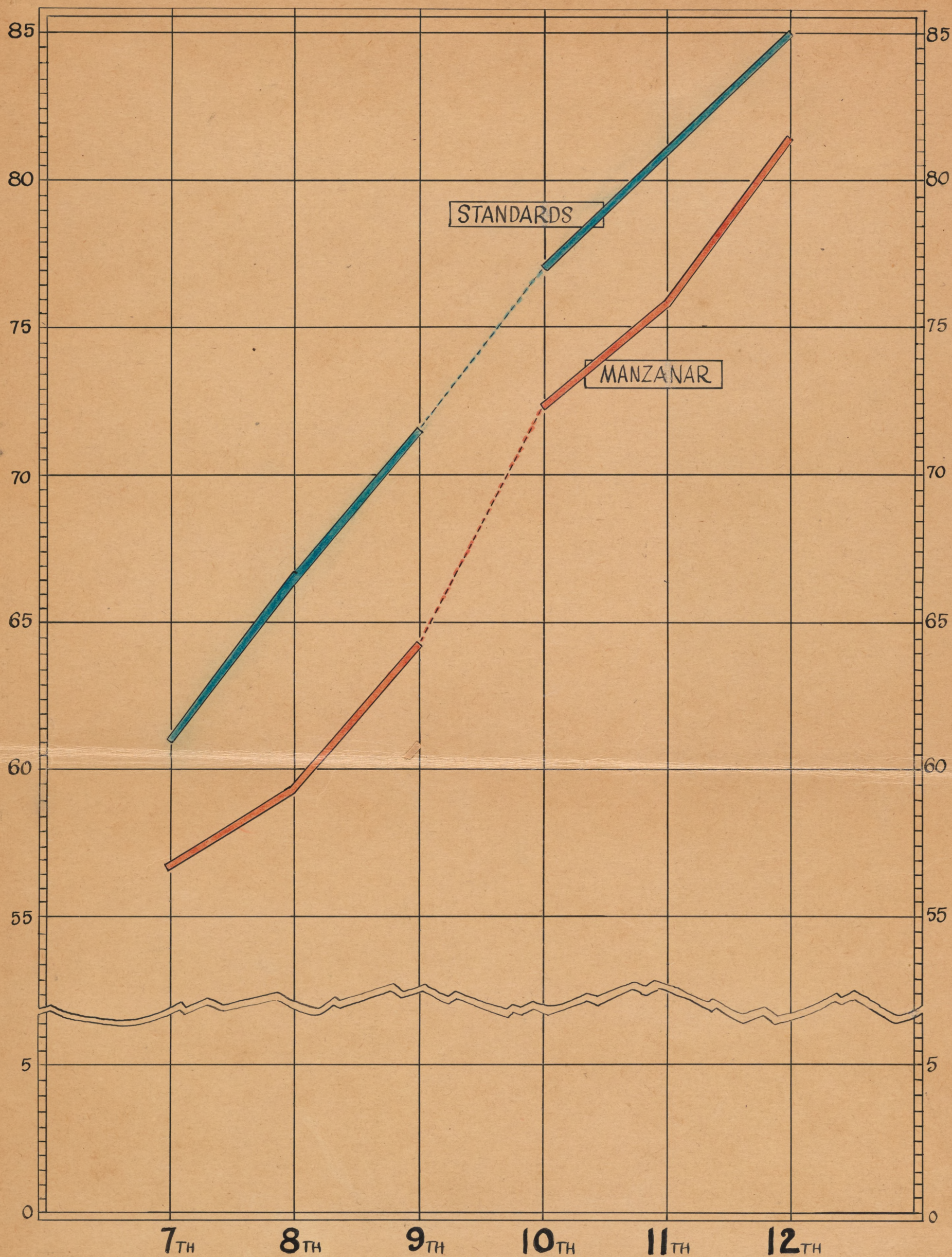
Tom Hashimoto



Comparison of  
grade median  
with other schools

~~See page 1~~





## MANZANAR SECONDARY SCHOOL

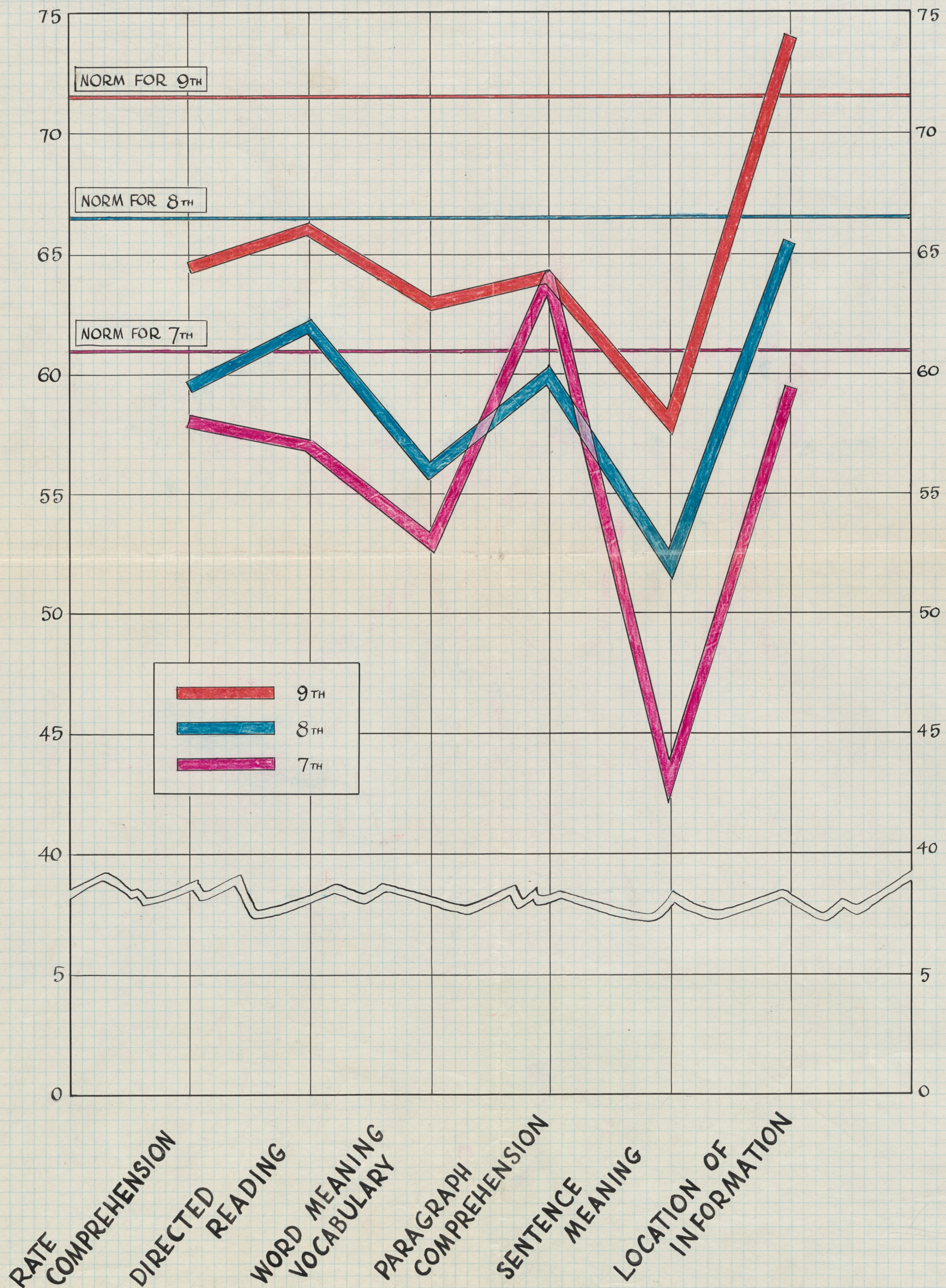
COMPARISONS OF GRADE MEDIANS WITH STANDARDIZED  
MEDIANS FOR SAME GRADES AT SAME TIME OF YEAR



# MANZANAR SECONDARY SCHOOL

## JUNIOR HIGH LEVEL

### COMPARISON OF PROFILES OF VARIOUS TESTS WITH NORM LINES





# MANZANAR SECONDARY SCHOOL

## SENIOR HIGH LEVEL





## SURVEY

Problem: To survey "special" high school group who have had some schooling in Japan and to determine their English language handicaps as evidenced by grade-point ratio computed on their school grades.

(Most of the students who make up this group are not "kibei" in the true sense, for though they are American-born Japanese who have been educated in Japan, they have not been there long enough to have the Oriental Japanese culture predominate.)

The Approach: Comparison of the grade-point ratio of the "special" group with that of the cross-section group of the school population.

a) The grade-point ratio was computed on the grades the students received for their first six-weeks grades of solid or content subjects (i.e., English, Social Studies, Mathematics, Sciences, etc.) on the basis of:

A	--	5.00
B	--	4.00
C	--	3.00
D	--	2.00
F	--	1.00

b) The "special" group consisted of 116 students who have had some schooling in Japan. Though there were 116 of them, only the grade-point ratio of 93 (47 boys and 46 girls) was considered because the grades of the others were not available at the time of the survey. The age of this group ran from 12 to 22 years inclusive--the mode was 16 years. (See Chart 1)

c) The cross-section group of the school population numbered 117 students--however, only the grade-point ratio of 102 students consisting of 49 boys and 53 girls was considered because the grades of the others were not available at the time of the survey. The age distribution ran from 11 to 20 years inclusive--the mode was 16½ years. (See Chart 2)

Findings: 1. The range of distribution of the grade-point ratio of both groups was about the same. (See Charts 3 & 4)



2. The mean and median of the cross-section group (Table 2) was higher than those of the "special" group (Table 1), but the difference of .20 was very slight.

<u>For example:</u>		"Special"	Cross-Section
		C--15.00	C--15.00
units x grade		C--15.00	C--15.00
5 x C		C--15.00	C--15.00
5 x 3		C--15.00	C--15.00
		C--15.00	B--20.00
		<u>25 75.00</u>	<u>25 80.00</u>
grade-point ratio---		3.00-----	3.20

3. The comparison of the grade-point ratio of 47 male students of the "special" group with that of 49 male students of the cross-section group showed that:

a) The range of distribution of the "special" group clustered closer to the mode while that of the cross-section group spread from top to bottom. (See Chart 5)

b) The mean and median of the cross-section group (Table 4) was a little higher than those of the "special" group (Table 3).

4. The comparison of the grade-point ratio of 46 female students of the "special" group with that of 53 female students of the cross-section group showed that:

a) The range of distribution for the "special" group was spread a little more than that of the cross-section group. (See Chart 6)

b) The mean and median of the cross-section group (Table 6) was a little higher than those of the "special" group (Table 5).

**Interpretations:** In this survey to determine their English language handicaps as evidenced by their school grades, this "special" group who have had some schooling in Japan has kept up with the cross-section group of the school population--that is, the difference between the two is so slight that it leads to the conclusion that this "special" group does not encounter too much English language handicaps.

Thus, though Manzanar school has within its school population a group who have had some schooling in Japan, the schooling has not been enough to cause a handicap for the schooling was not only for a short space of time, but



also was in their early pre-teen days. Most of them have spent a better part of their lives here in the United States and have attended more years in American schools. The fact that some are handicapped greater than others as evidenced by their school grades may be attributed to factors other than schooling in Japan.

Seventeen are in Mrs Hayes' Remedial English Class

1. Language Handicaps
2. Grade-point ratio is much lower than mean of "special group"

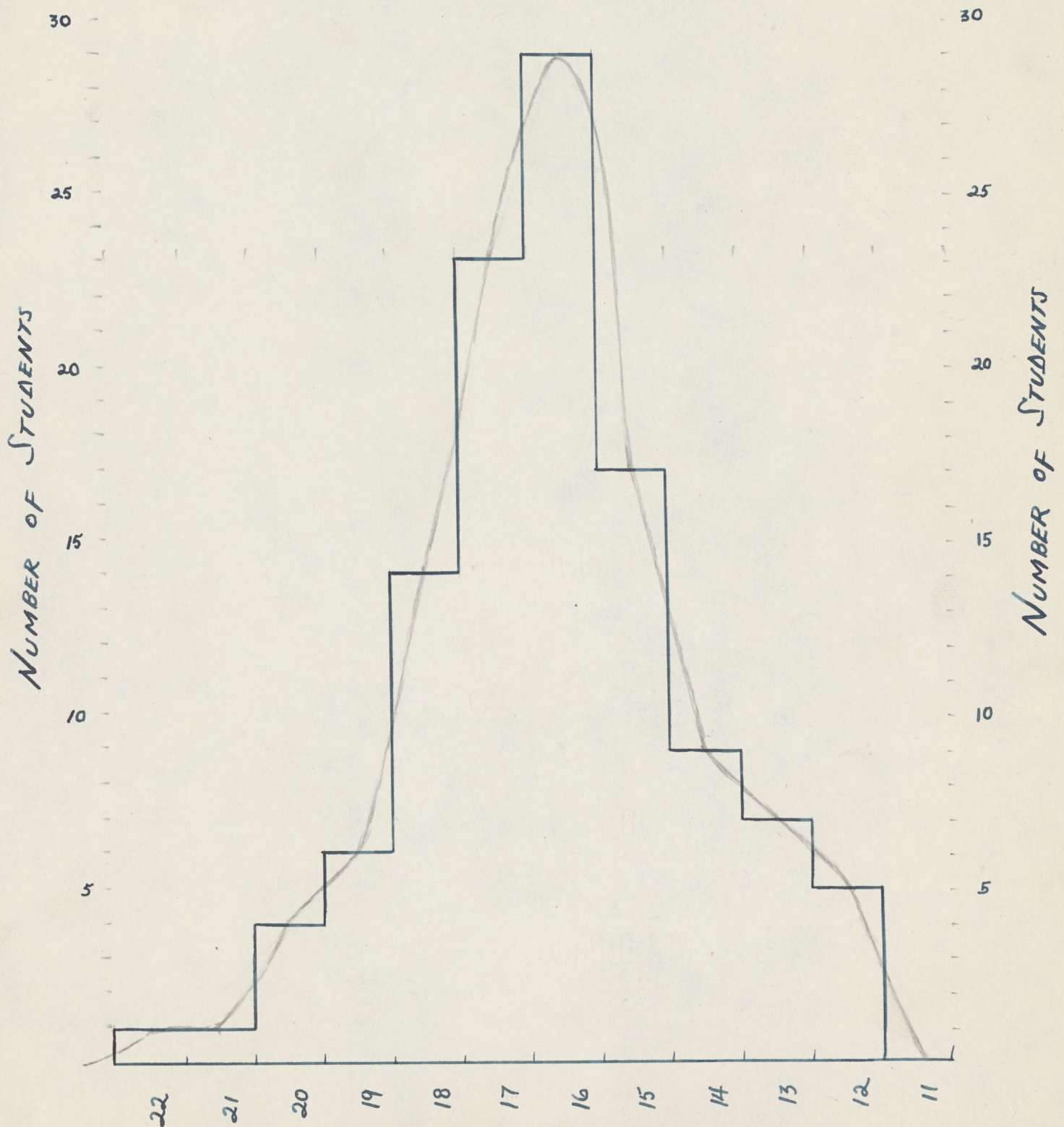


The Following Students are enrolled in  
Mrs. Hayes' Remedial English Class

1. Dohi, George
2. Fujisawa, Shigeko
- ~~2.67~~ 3. Fukaye, Mitsugu
- ~~2.00~~ 4. Kamei, Fukiko
- ~~2.00~~ 5. Kamei, Minako
6. Kikuchi, Billy Hideo
- ~~2.00~~ 7. Marumoto, Chiyomi
8. Matsuda, Matsuo
- ~~4.00~~ 9. Miyaki, Tsutomu
10. Nagano, George
- ~~2.00~~ 11. Nakamura, Hanako
- ~~4.00~~ 12. Nakamura, Susumu
- ~~2.67~~ 13. Oye, Kenji
14. Shibuya, George
- ~~2.00~~ 15. Sugimoto, Hideo
- ~~2.00~~ 16. Uragami, Ei
17. Watanabe, Alpha



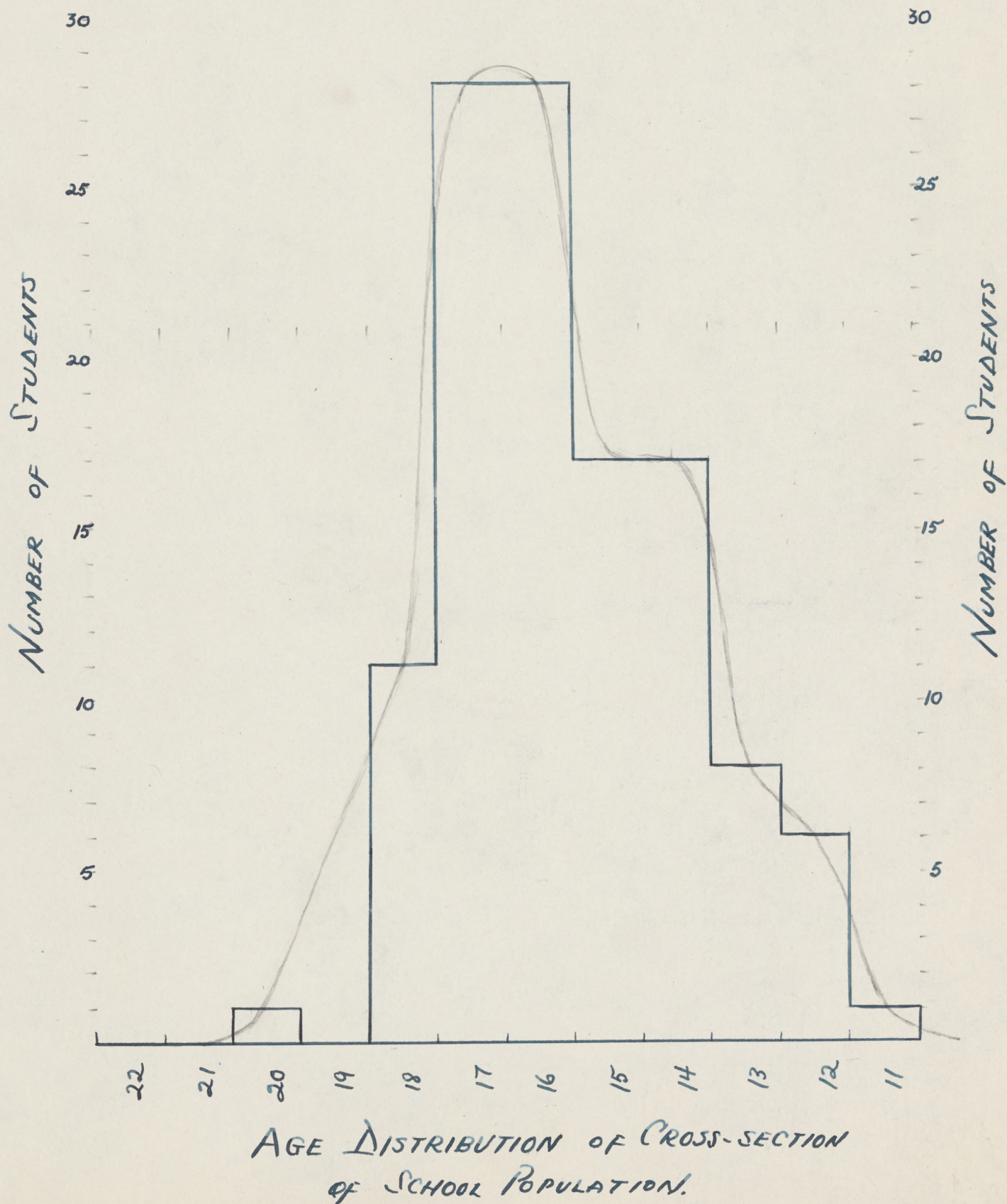
CHART I



AGE DISTRIBUTION OF GROUP WHO  
HAVE HAD SOME SCHOOLING IN  
JAPAN.



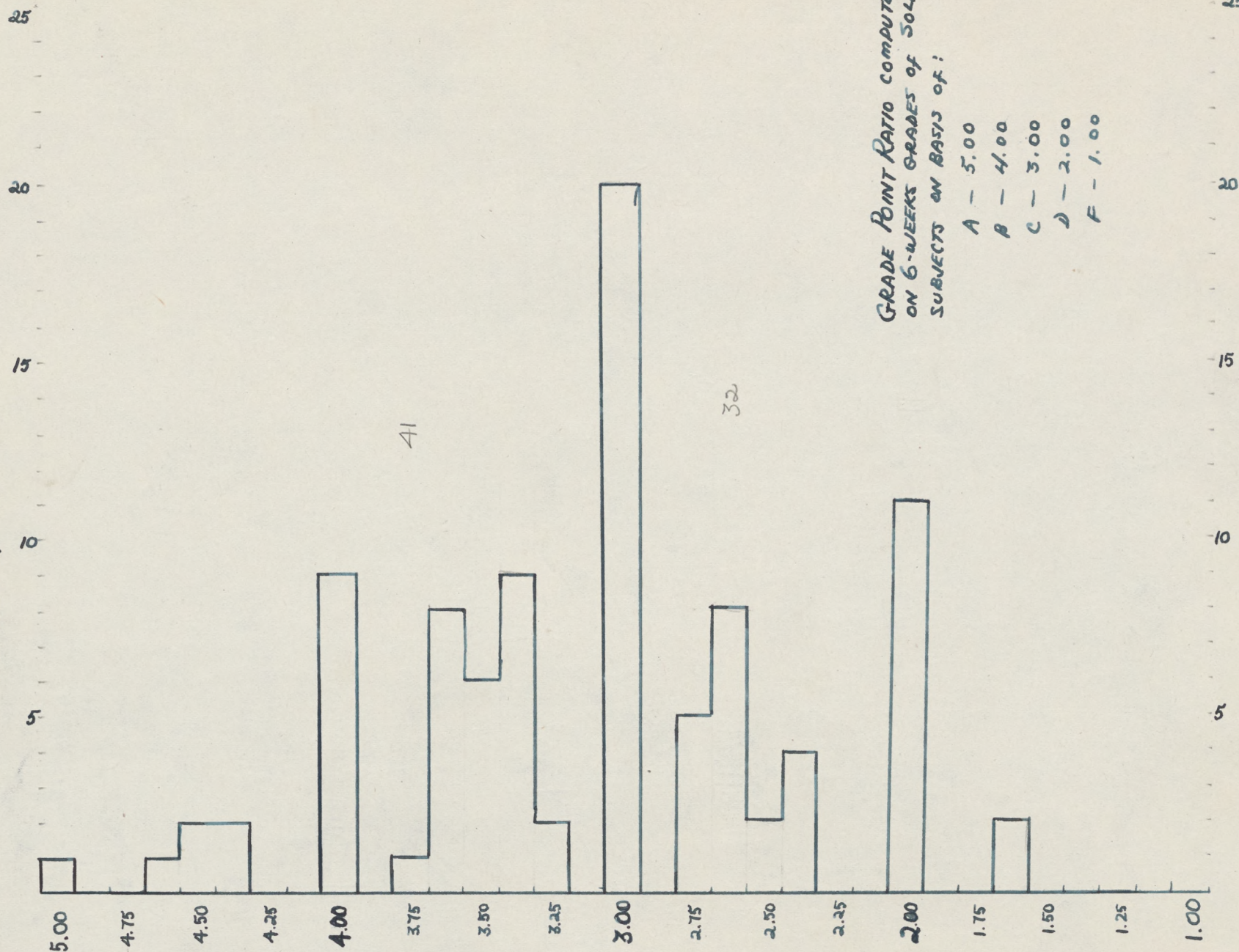
CHART 2





# CHART 3

NUMBER OF STUDENTS



DISTRIBUTION of GRADE POINT RATIO of GROUP WHO HAVE HAD SOME SCHOOLING IN JAPAN.  
(93 STUDENTS THOUGH 116 WERE CONSIDERED)

SPECIAL-GROUP



TABLE 1

GRADE POINT RATIO	f	d	fd
4.78 — 5.04	1	7	7
4.51 — 4.77	1	6	6
4.24 — 4.50	4	5	20
3.97 — 4.23	9	4	36
3.70 — 3.96	1	3	3
3.43 — 3.69	14	2	28
3.16 — 3.42	11	1	11
2.89 — 3.15	20	0	0
2.62 — 2.88	13	-1	-13
2.35 — 2.61	2	-2	-4
2.08 — 2.34	4	-3	-12
1.81 — 2.07	11	-4	-44
1.54 — 1.80	2	-5	-10
1.27 — 1.53	0	-6	0
1.00 — 1.26	0	-7	0
	93		28

$$M = \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int.}$$

$$= 3.02 + \left( \frac{28}{93} \right) \cdot 27$$

$$= 3.10$$

$$Md = \text{Bot. mid-int.} + \left( \frac{f \text{ yet to be used}}{f \text{ of mid-int}} \right) \text{int.}$$

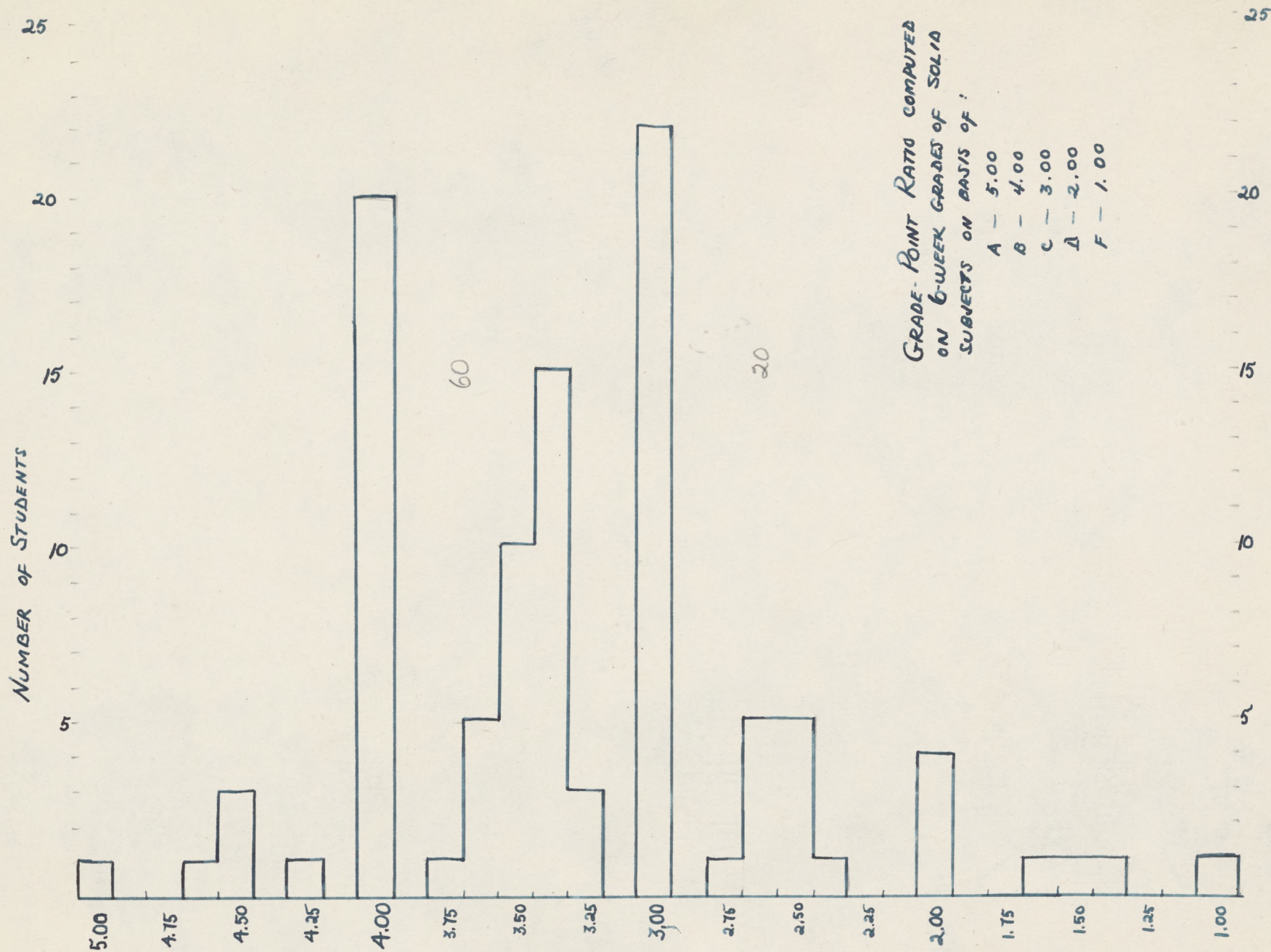
$$= 2.89 + \left( \frac{14.5}{20} \right) \cdot 27$$

$$= 3.09$$

MEAN AND MEDIAN OF GROUP  
WHO HAVE HAD SOME  
SCHOOLING IN  
JAPAN.



# CHART 4



DISTRIBUTION OF GRADE POINT RATIO OF CROSS-SECTION OF SCHOOL POPULATION.  
(102 STUDENTS ~~THOUGH~~ 117 WERE CONSIDERED)

CROSS-SECTION



TABLE 2

GRADE POINT RATIO	$f$	$d$	$fd$
4.78 — 5.04	1	6	6
4.51 — 4.77	1	5	5
4.24 — 4.50	3	4	12
3.97 — 4.23	21	3	63
3.70 — 3.96	1	2	2
3.43 — 3.69	15	1	15
3.16 — 3.42	18	0	0
2.89 — 3.15	22	-1	-22
2.62 — 2.88	6	-2	-12
2.35 — 2.61	5	-3	-15
2.08 — 2.34	1	-4	-4
1.81 — 2.07	4	-5	-20
1.54 — 1.80	1	-6	-6
1.27 — 1.53	2	-7	-14
1.00 — 1.26	1	-8	-8

102

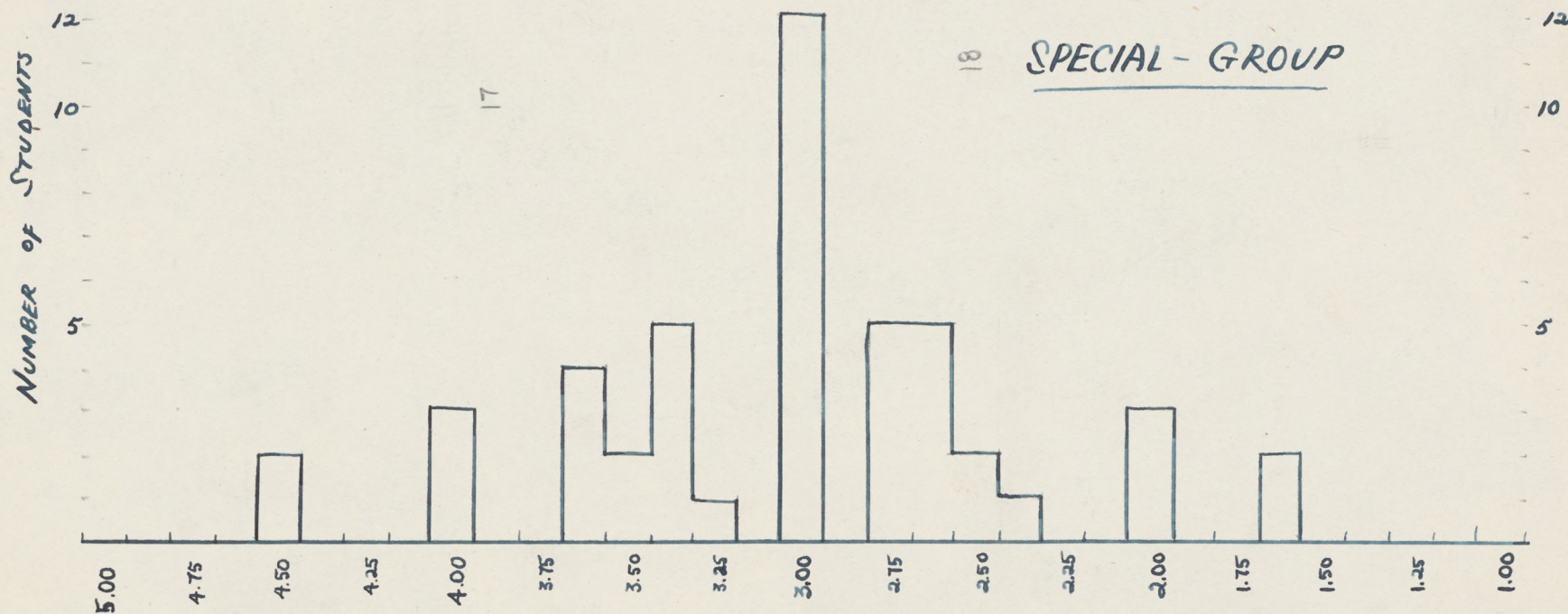
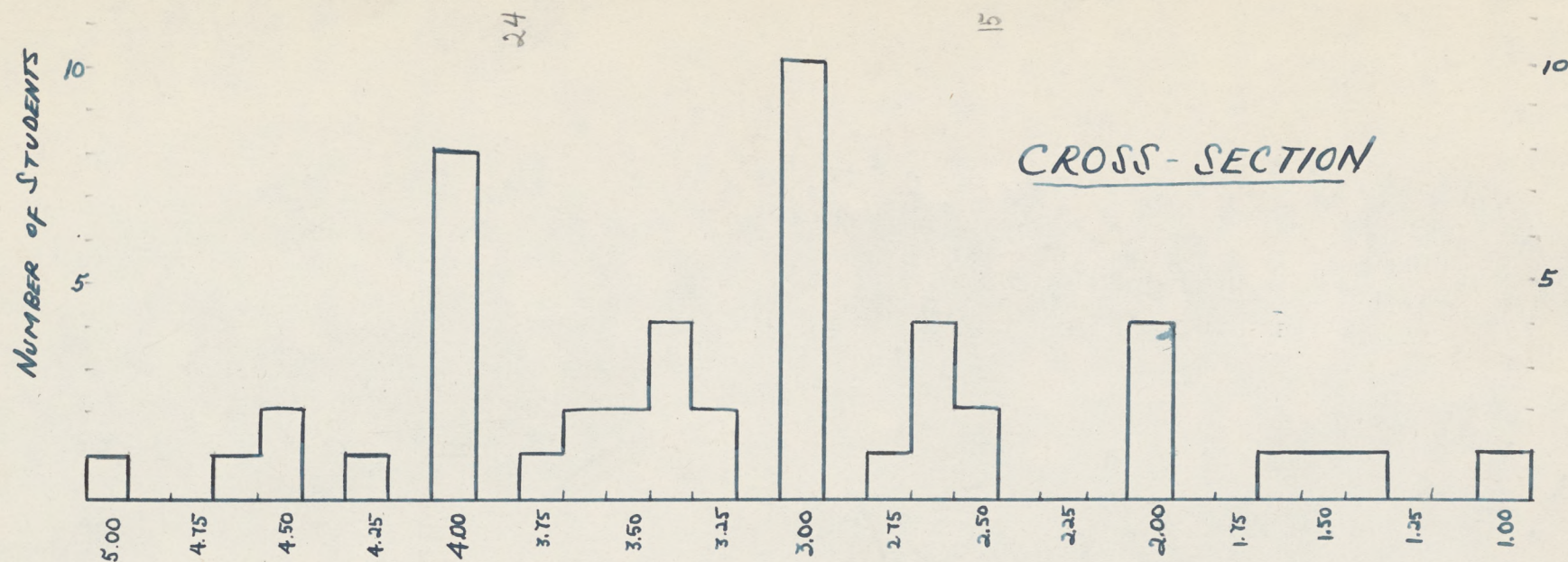
2

$$\begin{aligned}
 M &= \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int} & M_d &= \text{Bot. mid. int} + \left( \frac{f_{\text{yet to be used}}}{f_{\text{of mid. int}}} \right) \text{int.} \\
 &= 3.29 + \left( \frac{2}{102} \right) \cdot 27 & &= 3.16 + \left( \frac{9}{18} \right) \cdot 27 \\
 &= 3.30^- & &= 3.30^-
 \end{aligned}$$

MEAN AND MEDIAN OF  
CROSS-SECTION OF THE  
SCHOOL POPULATION



# CHART 5



COMPARISON OF GRADE POINT RATIO OF 47 MALE STUDENTS OF  
GROUP WHO HAVE HAD SOME SCHOOLING IN JAPAN AND OF  
49 MALE STUDENTS OF CROSS-SECTION OF THE  
SCHOOL POPULATION.

BOYS



TABLE 3

GRADE POINT RATIO	$f$	$d$	$fd$
4.78 - 5.04	0	7	0
4.51 - 4.77	0	6	0
4.24 - 4.50	2	5	10
3.97 - 4.23	3	4	12
3.70 - 3.96	0	3	0
3.43 - 3.69	6	2	12
3.16 - 3.42	6	1	6
2.89 - 3.15	12	0	0
2.62 - 2.88	10	-1	-10
2.35 - 2.61	2	-2	-4
2.08 - 2.34	1	-3	-3
1.81 - 2.07	3	-4	-12
1.54 - 1.80	2	-5	-10
1.27 - 1.53	0	-6	0
1.00 - 1.26	0	-7	0

$$\begin{aligned}
 M &= \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int.} & Md &= \text{Bot mid-int} + \left( \frac{f_{\text{yet to be used}}}{f_{\text{of mid-int}}} \right) \text{int.} \\
 &= 3.02 + \left( \frac{1}{47} \right) \cdot 27 & &= 289 + \left( \frac{5.5}{12} \right) \cdot 27 \\
 &= 3.03^- & &= 3.02^-
 \end{aligned}$$

MEAN AND MEDIAN of BOYS  
WHO MAKE UP GROUP WHO  
HAVE HAD SOME  
SCHOOLING IN  
JAPAN.



TABLE 4

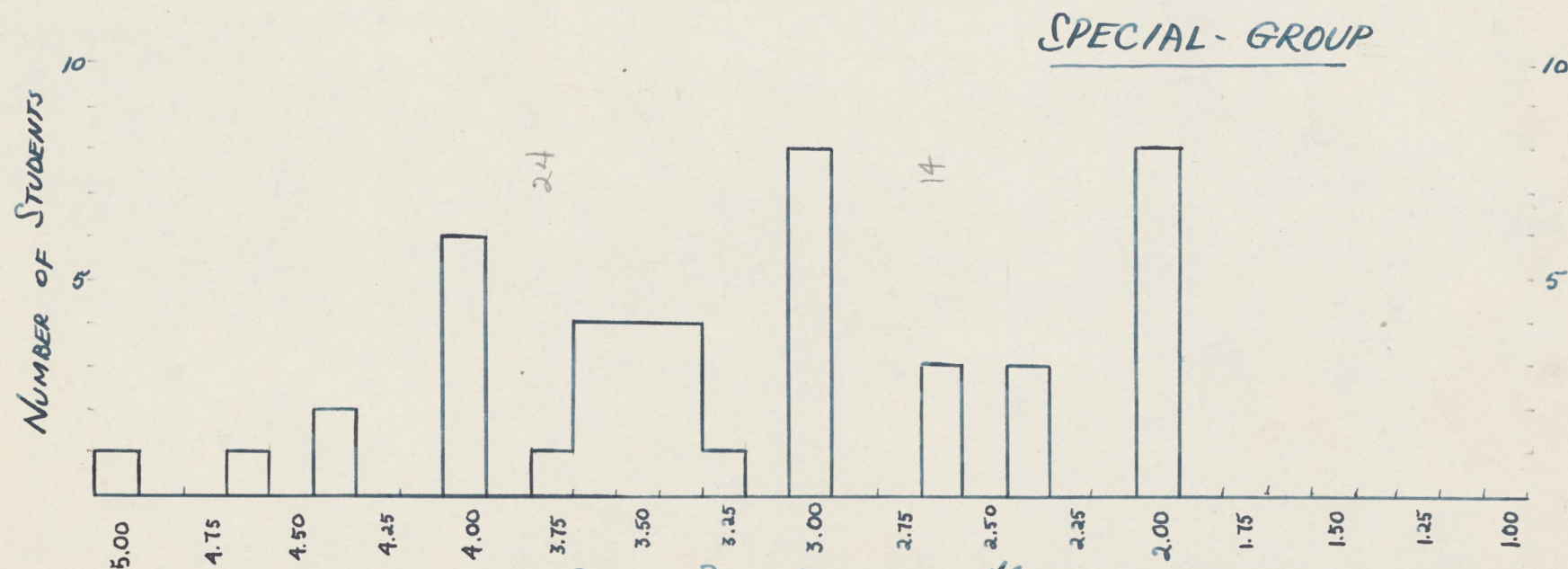
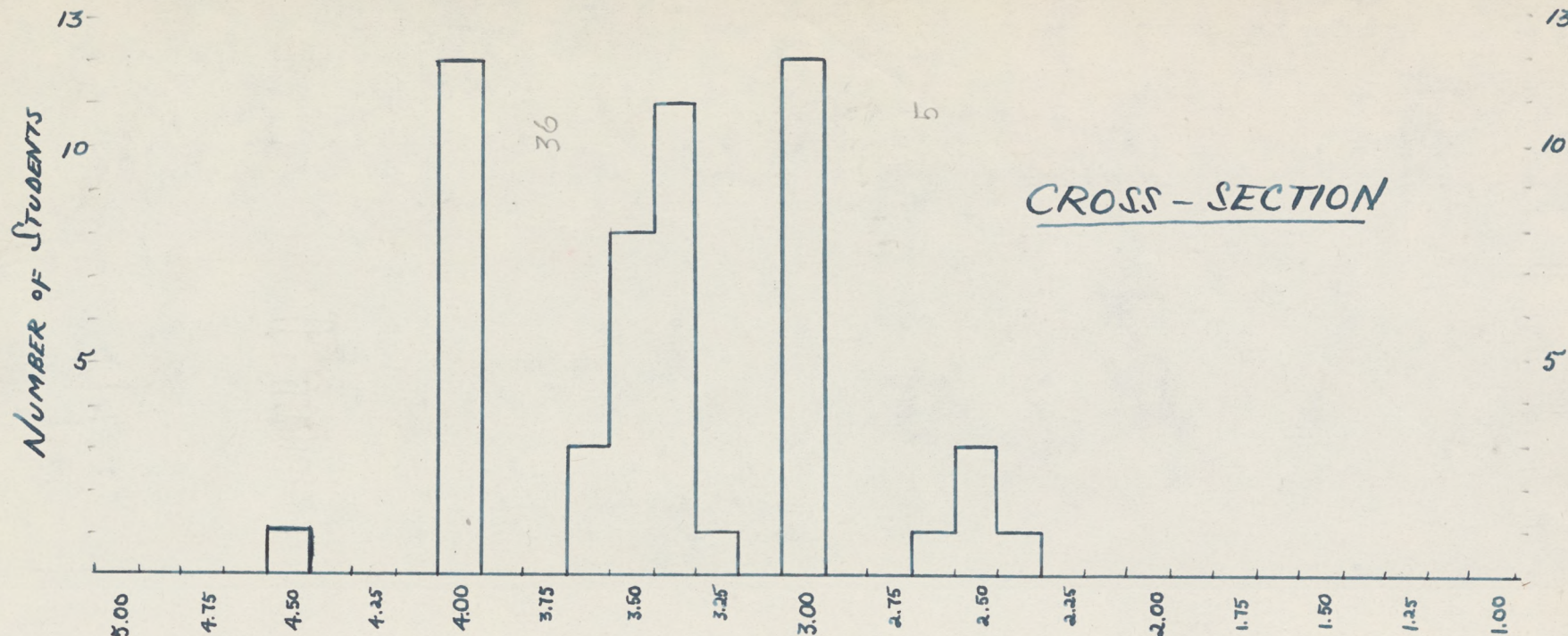
GRADE POINT RATIO	f	d	fd
4.78 - 5.04	1	7	7
4.51 - 4.77	1	6	6
4.24 - 4.50	2	5	10
3.97 - 4.23	9	4	36
3.70 - 3.96	1	3	3
3.43 - 3.69	4	2	8
3.16 - 3.42	6	1	6
2.89 - 3.15	10	0	0
2.62 - 2.88	5	-1	-5
2.35 - 2.61	2	-2	-4
2.08 - 2.34	0	-3	0
1.81 - 2.07	4	-4	-16
1.54 - 1.80	1	-5	-5
1.27 - 1.53	2	-6	-12
1.00 - 1.26	1	-7	-7

$$\begin{aligned}
 M &= \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int.} & M_d &= \text{Bot. mid int} + \left( \frac{\overset{27}{f} \text{ yet to be used}}{\underset{f \text{ of mid-int}}{10}} \right) \text{int} \\
 &= 3.02 + \left( \frac{27}{49} \right) \cdot 27 & &= 2.89 + \left( \frac{9.5}{10} \right) \cdot 27 \\
 &= 3.17^+ & &= 3.15^-
 \end{aligned}$$

MEAN AND MEDIAN of BOYS  
WHO MAKE UP GROUP  
OF CROSS-SECTION  
OF THE SCHOOL  
POPULATION



CHART 6



COMPARISON OF GRADE POINT RATIO OF 46 FEMALE STUDENTS OF  
GROUP WHO HAVE HAD SOME SCHOOLING IN JAPAN AND OF  
53 FEMALE STUDENTS OF CROSS-SECTION OF THE  
SCHOOL POPULATION.

GIRLS



TABLE 5

GRADE POINT RATIO	f	d	fd
4.78 - 5.04	1	6	6
4.51 - 4.77	1	5	5
4.24 - 4.50	2	4	8
3.97 - 4.23	6	3	18
3.70 - 3.96	1	2	2
3.43 - 3.69	8	1	8
3.16 - 3.42	5	0	0
2.89 - 3.15	8	-1	-8
2.62 - 2.88	3	-2	-6
2.35 - 2.61	0	-3	0
2.08 - 2.34	3	-4	-12
1.81 - 2.07	8	-5	-40
1.54 - 1.80	0	-6	0
1.27 - 1.53	0	-7	0
1.00 - 1.26	0	-8	0

46

-19

$$\begin{aligned}
 M &= \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int} & Md &= \text{Bot mid-int} + \left( \frac{f \text{ yet to be used}}{f \text{ of mid-int}} \right) \text{int} \\
 &= 3.29 + \left( \frac{-19}{46} \right) .27 & &= 3.16 + \left( \frac{1}{5} \right) .27 \\
 &= 3.18 & &= 3.21
 \end{aligned}$$

MEAN AND MEDIAN OF GIRLS  
WHO MAKE UP GROUP WHO  
HAVE HAD SOME  
SCHOOLING IN  
JAPAN.



TABLE 6

GRADE POINT RATIO		f	-d	fd
4.78	5.04	0	6	0
4.51	4.77	0	5	0
4.24	4.50	1	4	4
3.97	4.23	12	3	36
3.70	3.96	0	2	0
3.43	3.69	11	1	11
3.16	3.42	12	0	0
2.89	3.15	12	-1	-12
2.62	2.88	1	-2	-2
2.35	2.61	3	-3	-9
2.08	2.34	1	-4	-4
1.81	2.07	0	-5	0
1.54	1.80	0	-6	0
1.27	1.53	0	-7	0
1.00	1.26	0	-8	0
		53		24

$$\begin{aligned}
 M &= \text{Est } M + \left( \frac{\sum fd}{N} \right) \text{int.} & Md &= \text{Bot mid-int} + \left( \frac{f \text{ yet to be used}}{f \text{ of mid-int}} \right) \text{int.} \\
 &= 3.29 + \left( \frac{24}{53} \right) .27 & &= 3.16 + \left( \frac{9.5}{12} \right) .27 \\
 &= 3.41 & &= 3.38
 \end{aligned}$$

MEAN AND MEDIAN of GIRLS  
WHO MAKE UP GROUP  
OF CROSS-SECTION  
OF THE SCHOOL  
POPULATION.



### MECHANICS OF COMPOSITION WRITING

1. Name, date, and class period as above; all slant form or all block; repeat name only on every page after the first.
2. Use black or blue-black ink and white paper about  $8\frac{1}{2}$  by 11 inches in size; write on only one side of the paper.
3. Leave a margin of one inch at the left (the left-side red line on notebook paper makes a good margin). Leave a margin of approximately  $\frac{1}{2}$  inch at the right; avoid crowding words, use hyphen if necessary, sacrifice margin to proper division.
4. Indent the first line of each paragraph about an inch.
5. At the end of a line divide a word only between syllables; place the hyphen at the end of the line, not at the beginning of the next line; avoid unnecessary division of words; don't divide within the syllable; don't divide four or five-letter words even if there are two syllables.
6. Don't underscore title in a composition (the underscoring is used only when a title is quoted or a word is quoted in the body of a paper).
7. Center the title on the line and capitalize the first word and all other words except articles, short prepositions, and short conjunctions. Use no punctuation mark after the title.
8. Leave a blank space or line between the title and the composition.
9. Don't use abbreviations and don't write numbers or use signs; dot all i's, punctuate sentences correctly, and use correct spelling.
10. Writing is preferable to printing. If printing is used, don't print in all capitals.
11. If you use more than one sheet of paper, number the pages in the upper right corner above the name. Don't write the word continued on the succeeding pages after the first. Do not write on the bottom line of the page.
12. Hand in your paper without blots, untidy erasures, or canceled or inserted words.
13. Underscore all quoted titles of books; use quotation marks for the title of magazine articles; use underscoring or quotation marks for all words that are quoted from other work; use quotation marks for all expressions copied from other sources.



MANZANAR SECONDARY SCHOOL  
Manzanar, California

April 1945

To All High School Students:

In the closing months of Manzanar Secondary School we hope to shape our program so that it will be of the most value to our students. As a student at Manzanar will you give us the benefit of your experience and judgment by filling in the three following pages.

So that you may feel quite free in checking the various items that follow, your name appears nowhere on this blank and your identity will remain unknown.

Your help with this information blank will be greatly appreciated.

Rollin C. Fox  
Principal



TO WHAT EXTENT DO YOU BELIEVE THE NISEI NOW AT MANZANAR ARE IN NEED OF THE THINGS GIVEN AT THE RIGHT?						HOW WELL IS MANZANAR SECONDARY SCHOOL HELPING YOU WITH THESE NEEDS?				
Not needed at all	Needed a little	Aver- age need	Impor- tant need	Very impor- tant need		No help at all	Less than average help	Average help	More than average help	Of very great help
					1. Understanding what the American way of doing things means.					
					2. Breaking away from the Japanese customs of their parents and adopt- ing American customs.					
					3. Convincing their parents that Nisei should act and think like other respected Americans.					
					4. Being able to use good English.					
					5. A satisfactory knowledge in subjects studied in school.					
					6. An understanding of American govern- ment and national and world problems.					
					7. Learning how to get along with the people in the communities where they will relocate.					
					8. Developing good everyday manners and behavior.					
					9. Knowing how to act and what to do when at parties, dances, programs, and other social affairs.					
					10. Developing ability and willingness to be leaders.					
					11. Knowing about occupations so as to be able to choose one wisely.					
					12. Preparation and training for some kind of work.					
					13. Continuing their education at some kind of school after high school graduation.					



HOW TRUE ARE THE FOLLOWING STATEMENTS?	Not true at all	Slightly true	Generally true	Very true
1. Evacuation was necessary.				
2. Persons of Japanese ancestry should go back to live in California				
3. Persons of Japanese ancestry in this country will be given an equal chance with the rest of the people in the U. S.				
4. The Nisei now have an equal chance with other Americans in getting jobs.				
5. When the war is over the persons of Japanese ancestry will be among the first to lost their jobs.				
6. Issei should be allowed to become citizens of the U. S.				
7. The Manzanar Secondary School gives as good an education as the public schools I attended.				
8. By serving in the United States Army the Nisei are helping the cause of all persons of Japanese ancestry in the U. S.				



# PARLIAMENTARY PROCEDURE SUGGESTIONS

The man who wrote Roberts' Rules of Order, about 70 years ago, discovered that his book was too involved for beginners in parliamentary procedure. At a later date he "simplified" his Rules of Order in a 200 page book known as Parliamentary Practice.

It is with apologies that I attempt to simplify further any rules of parliamentary procedure, but shall suggest a few steps and motions that may be considered minimum essentials.

In conducting business in any group some rules must be followed in order to insure fair play. Also, business can be expedited by having it presented in certain forms. I shall be glad to meet for a few meetings with any group interested in practicing parliamentary procedure and help develop skills and habits necessary to its success.

In the meantime the following should be helpful:

## I. Steps in calling a meeting to order and getting business under way:

### A. Chairman says:

1. "Will the meeting please come to order?"
2. "Will the secretary please read the minutes of last meeting?" (Secretary reads the minutes)
3. "You have heard the minutes, are there any corrections?" (Give opportunity for corrections.)
4. "The minutes will stand approved as read." (or, those in favor of accepting the minutes as read (and corrected, if corrections are made) say aye.
5. "What unfinished business or committee reports should come before the House?"
6. "What new business should come before the House?"
  - a. Elections are a part of new business, as a rule. The chairman says, "Nominations are now in order for-----" and states the office for which elections are being made. Members place names in nomination by rising, addressing the "chair" and getting permission to speak. Voting on candidates may take place by standing, by acclamation, or by secret ballot. Be sure to get a majority, not a plurality, vote for each one declared elected.
  - b. Any new business to become binding must be presented in the form of a motion, it must be seconded and passed by at least a majority vote.
    1. The member addresses the "chair", gets permission to speak, and says:  
 "I move that an auditorium be built this summer at Manzanar," for example. "I move that----" is the form in which a motion is put. Most motions need to be seconded, to show that more than one member is interested. After the motion has been "put" and seconded the "chair" says: "It has been moved and seconded that an auditorium be built at Manzanar this summer. Is there any discussion?" After adequate discussion the "chair" puts the motion to a



vote by saying: "All in favor of the motion (include the motion) say aye (yes). After those in favor say "aye" the "chair" calls for the negative vote by saying: "All those opposed, say no." The "chair" then announces the result: "The motion is carried," or "The motion is lost."

In case of doubt someone may call for a "division of the House" and voting may be done by standing or by ballot so that a definite count can be made.

So far we have been discussing the Main Motion only. There are thirty or more motions that a real parliamentarian needs to keep in mind, but for our purpose about ten will be sufficient. Some of them need to be seconded, and some don't. Some are debatable, and some are not. Some pass with a majority vote and a two-thirds vote is required for others. Each motion of higher rank takes precedence over the motions of lower ranks. The main motion is the lowest rank motion.

The following table summarizes main points dealing with these few essential motions:

Motion	Requires a second	Debatable	VOTE NECESSARY to pass
Main Motion	Yes	Yes	Majority
Amendment to Main Motion	Yes	Yes	Majority
Amendment to Amendment	Yes	Yes	Majority
Point of Information	No	No	No vote
Special privilege	No	No (usually)	No vote (usually)
Previous question	Yes	No (aimed at stopping debate)	2/3
Refer to a committee	Yes	Yes	Majority
Point of order	No	No	No vote
Motion to Table	Yes	Yes	Majority
Motion to recall or reconsider	Yes	Yes	Majority
Adjournment	No (usually)	No (usually)	No vote (usually)



MANZANAR SECONDARY SCHOOL

Manzanar, California

STUDENT INTEREST BLANK RESULTS

Grades 9 - 12

I For High School Credit

A.	Auto Mechanics	22
B.	English	
	Grammar and fundamentals	25
	Oral English	23
	Reading	12
	Speech	26
C.	Drafting	
	Beginning	17
	Advanced	16
D.	Shop	
	Beginning	14
	Advanced	12
E.	Shorthand	
	Beginning	91
	Advanced	28
F.	Typing	
	Beginning	113
	Advanced	30
G.	Bookkeeping	
	Beginning	28
	Advanced	2
H.	Agriculture	
	Gardening	8
	Animal Husbandry	2
I.	Others	
	Latin II H	10
	Spanish and French	1
	Trigonometry	1

II High School Make Up Classes

A.	English 10th; 11th; 12th	10
B.	Oral English 9th; 12th	2
C.	Mathematics	25
D.	Reading	1
E.	Shorthand	4
F.	Typing	5



### III Recréational

#### A. Mixed Groups No School Credit

##### 1. Regular Activities

a.	Arts	
	Drawing	13
	Painting	6
b.	Crafts	
	Model Making	6
	Weaving	1
c.	Dancing and Rhythms	
	Ballet	1
	Ballroom Dancing	17
	Folk Dancing	3
	Jitterbugging	2
d.	Drama	
	Acting	7
	Make-up	0
	Microphone Technique	7
	Stage Production	1
e.	Games	
	Activity games of low organization	0
	Singing	4
f.	Gardening	
	Landscaping	1
	Flowering	2
g.	Animals	
	Rabbit	1
	Chicken	1
h.	Jr. Red Cross Activities	2
i.	Leadership	
	Leading community singing	1
	Parliamentary law and conducting of meetings	3
	Planning and organization of parties	9
j.	Music	
	Appreciation - music hour	5
	Instrumental	10
	Piano	17
	Vocal and Glee Club	6
k.	Relocation Course	13
l.	Social Science Workshop	9
m.	Story Telling	0

*Lu. Th. G. H. M. W. F. R. H. H.*

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*Sports*



n.	Typing	
	Beginners	10
	Advanced	0
o.	Writers Workshop	1
p.	Others	
	Shorthand	2
2.	<u>Occasional Activities</u>	
a.	Club Activities	2
b.	Fall Fair	2
c.	Hikes	23
d.	Nature Study	1
e.	Outdoor Band and Orchestra Concerts	7
f.	Picnics	17
g.	Planning and staging of dances or parties	4
h.	Recorded Outdoor Concerts	12
i.	Salvage Collections	1
j.	Spring Carnival	17
k.	Others	
	Summer Camps	1
<u>B. Boys' Only Activities No School Credit</u>		
1.	<u>Regular Activities</u>	
a.	American Customs and Traditions	9
b.	Crafts	
	Model Construction	7
	Woodwork	3
	Drafting	6
c.	Scouting	
	Cubs	0
	Scout Troops	0
d.	Sports	
	Badminton	1
	Baseball	28
	Basketball	28
	Golf	12
	Horseshoes	5
	Soccerball	1
	Softball	15
	Tennis	9
	Track and Field	18
	Volleyball	5

mwf. 8-10



Football	3
Swimming	2
Wrestling	1
Boxing	1
Archery	1
Gymnastics	1
e. Y.M.C.A. Activities	0
f. Others	0
2. Occasional Activities	
a. Club Activities-	3
b. Hikes	14
c. Picnics	7
d. Overnight camping within area	24
e. Others	
Summer Camps	2
Swimming	5
Fishing	4
<u>C. Girls' Only Activities</u>	
1. <u>Regular Activities</u>	
a. American Customs and Tradition	21
b. Crafts	
Cooking	24
Crocheting	8
Decorating for Parties	2
Doll Making	2
Embroidering	7
Flowermaking	3
Knitting	16
Sewing	26
Stenciling	14
Weaving	1
c. Dancing	
Tap Dancing	4
Social Dancing	13
Folk Dancing	1
Jitterbugging	1
d. Scouting	
Brownies	0
Scout Troops	2
e. Sports	
Badminton	5
Basketball	3
Golf	0
Speedball	0
Tennis	17
Volleyball	6
Ping Pong	2



2. Occasional Activities

a. Club Activities	2
b. Hikes	9
c. Picnics	9
d. Overnight camping within area	18

V Vocational Training

A. With Pay, and School credit

1. As \$12 per month apprentice

○ a. Beauty School /	19
b. Office Practice	22
c. Garment Factory	2
○ d. Hospital	19
e. Libraries	7
f. Public Works in simple carpentry and painting	0
g. Woodwork	1

2. Possible \$12 per month pay and credit

a. Farm Machinery	0
b. Industrial	0
c. Shoe Repair	1
d. Watch Repair	3

3. Full time or part time work \$16 per month

a. Agriculture	23
b. Auto Mechanics	24
c. Industries	7
d. Office	27
e. Farm Swamper	2
f. Surveying	3
g. Dental	1
h. Photography	1



VI Junior College 10 Weeks Course

A. Subject A	1
B. English 1A	3
C. Business English	4
D. Biology 1	1
E. Physics 4A	3
F. Mathematics 1	1
G. Mathematics C	1
H. Mathematics 8	2
I. Physical Education	0
J. Conversational Spanish	1
K. Creative Dramatics	0
L. Journalism	0
M. English	1
N. Speech	1
O. Music in Concert and on the Radio	0
P. Choral	0
Q. Bookkeeping I	2
R. Bookkeeping II	1
S. Accounting I	0
T. Accounting II	0
U. Shorthand (Beginning)	3
V. Shorthand (Intermediate)	3
W. Shorthand (Advanced)	8
X. Typing (Beginning)	3
Y. Typing (Intermediate)	3
Z. Typing (Advanced)	1
Librarianship	0
Attendant Nursing	1
Home Economics	1
Personal Problems	0
Non-technical law	0
Elementary Photography	1
Today's Topics	0