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12 of 66

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WAR RELOCATION AUTHORITY

CENTRAL UTAH PROJECT

TOPAZ, UTAH

FIRST HIGH SCHOOL
COMMENCEMENT EXERCISES
HELD AT TOPAZ

by

Russell A. Bankson

PROJECT REPORTS DIVISION
Historical Section

Mr. Embree

~~Miss Moore~~

Mr. Embree:

I thought you would be particularly interested in the three senior high school speeches on "We must have men to match our mountains". The kids sound as tho they had been studying psychology. It doesn't sound particularly healthy to me. I wonder how long evacuation psychology will be hammered at the school children. Have the community analysts been interested in this aspect of community emphasis? The ministers seem to emphasize the same theme. I should think it is about time to ~~emphasize~~ play down the minority group psychology.

I have sent the third copy of this report to Mr. Provinse and Dr. Ade (for the latter's file, if he wants it).

E Moore

Min Moore,

Thanks. I agree. There has been a rather morbid introspective trend, on the part of high school age people especially. The analysts have not gone into this yet, but I think they should. I shall welcome other material along the
E. H. Yuen file.

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FIRST HIGH SCHOOL
COMMENCEMENT EXERCISES
HELD AT TOPAZ

The week of June 20, 1943, was the most important one in the history of the Topaz school system. During that week the first commencement exercises to be held in this center saw diplomas presented to a total of 348 young men and women who had completed either their junior high or senior high courses.

The baccalaureate services for the senior high school were held on Sunday evening, June 20, in the high school plaza, which forms the center of the community. These services were under the sponsorship of the Interfaith Council. The sermons were preached by the Rev. Masaru Kumata and the Rev. Joseph Tsukamoto, Episcopalian minister.

There has been no high school building in Topaz and since the opening of schools last September, classes had been conducted in barrack rooms, mostly in Block 32, which is adjacent to the plaza area on the south.

The graduating seniors in caps and gowns formed in the block 32 area and, headed by Charles F. Ernst, the project director, school officials and members of the Interfaith Council, a long line of seniors marched around the square to the place in the plaza where a large platform had been erected.

Over a thousand persons were present as spectators at the services, filling all of the benches that had been provided, with many standing in the back.

Dr. G. L. Woolf, as principal of the High School, turned

the services over to the Rev. Eiji Kawamrita, chairman of Interfaith Council, assisted by the Rev. Isaac Tanaka and the Rev. Masamoto Nishimura. Mrs. I. Tanaka sang several numbers with Miss Emiko Komiya as accompanist.

The digests of the sermons preached by Rev. Kumata and Rev. Tsukamoto are attached as Exhibits A and B.

The commencement exercises for the two classes were held on June 25 - the junior high program starting at 10 o'clock in the morning, and the senior class ceremonies beginning at 8 o'clock in the evening.

Both were held in the open air from the platform erected in the high school plaza.

There was a strangeness about these commencement services, the like of which has never before been known in America, for here was 348 young people, all members of one racial group, yet all American citizens, who were gathered together from their many homes on the Pacific Coast into a restricted center, and here had gone ahead with their classroom studies under severe pioneering conditions, in sharp contrast to their former existence.

They had completed a year of hard study sitting on benches without backs, working on tables without drawers, in rooms that were heated by coal stoves.

From their modern homes and pleasant surroundings, they had become argonauts in a strange land where only a pioneering spirit

could have imbued them with a will to continue their studies under such handicaps and come out with grades that will average with any school group of similar size.

The two ceremonies were similar to a great extent, so that a description of the processional will be adequate for both.

Gathered in the high school assembly hall, which is the dining hall, in Block 32, the two groups--one at 10 o'clock in the morning, the other at 8 o'clock in the evening--donned their flowing robes and arranged the tassels on their mortarboards so that they dangled from the proper side. Then they lined up in a column of twos. The processions proceeded on the long march around the plaza to the platform, where the class members took their places and settled down for the programs.

The Junior High School class of 152 members had selected as its theme "At the Half-Way Mark." A copy of the program is attached as Exhibit C.

The invocation by Chester Kaku is attached as Exhibit D. Greetings by Joe Morita, class president, is attached as Exhibit E. The "History of Present Grade 9" by Miss Tomiko Kasai is attached as Exhibit F. The speech "What We Stand For" by Miss Alice Fukui is attached as Exhibit G. The speech presented by Yuzuru Takeshita on "Planning for the Future" is attached as Exhibit H and the benediction by Robert Hirabayashi is Exhibit I.

If anything, the services in the evening which completed the high school careers of the 196 senior class members, were

filled with greater emotion than for the younger people, because a definite and important step was here being taken by boys and girls who are faced with a problem different than that of any other group of American citizens who may have completed their high school work this year.

Here are young people who, as they finish their studies, cannot say "I will go on to college" or "I will join the army." Such things are not so easily said or done, and their future lives must of necessity be somewhat uncertain until their status has changed and they have been able to leave the center, either alone or with their families and take up life elsewhere in the normal American way.

It was extremely impressive to follow the theme of the speakers who called for courage and determination to walk toward a future goal of happiness and success.

A copy of the program for the commencement is attached as Exhibit J. The speech by Masao Ashizawa on "Evacuation: A Student's Study" is attached as Exhibit K. The speech presented by Miss Rhoda Nishimura "Our Barriers" is attached as Exhibit L, and the speech by Miss Michiko Okamoto "We Must Have Men to Match Our Mountains" is attached as Exhibit M. The invocation by the Rev. Joseph Tsukamoto is attached as Exhibit N.

DIGEST OF BACCALAUREATE SERVICE

Delivered to Topaz High School
Graduates of June 20, 1943

Congratulations!

Your dreams of graduation, hopes of higher education and determination to make a place for yourselves in this economic world received a momentary setback with mass evacuation of those of Japanese ancestry. Thrown into a closed community lacking in adequate school facilities you have well shown your abilities to cope with difficulties and come out stronger than ever with enviable scholastic records. When in the future historical dates begin to fade from memories, when algebraic formulae no longer are at our finger tips and theorems from geometry are forgotten we still can say that we have learned to study, to evaluate the different events of the day and have learned to make decisions from our school curriculum. And more than ever the value of Democracy and the American Way of Life. I am a firm believer in the American School system. I have infinite faith that this institution has well implanted within all of us the seeds of free men. The seeds which will bear fruit under the worst conditions imaginable. Look to the left and behind you. I know not from whence they were brought here but there they are, trees boxed in. Roots cramped into a small space with boards. Early last winter the gardeners brought them here, but to date they have not been planted; returned to earth. But today you can see them answering the call of spring;

pushing forth their foliage of green undaunted by the limitations of space or lack of proper care.

There we have a model for all of us. We, too, at present, are within enclosures of "four walls." But the seeds of Democracy and loyalty to our country shall not have been implanted within us in vain. With supreme religious faith in the Lord that guides and protects all men, let us live to see the blossoming of Peace and Equal Rights, the principles of Democracy upheld for all. Our country, the United States of America shall lead the way and we shall bend our efforts to that end.

By Rev. K. M. Kumata

KMK:tk

cc Mr. Charles F. Ernst
Project Director

BACCALAUREATE SERMON

Topaz High School

June 20, 1943

Sincerest congratulations to you all upon satisfactorily completing your high school courses, especially under extreme handicaps such as none of us have before experienced. I presume, however, that despite your handicaps your scholastic average would be higher than the scholastic average of most other high school students of this nation. I have learned from some of your teachers that you have good talents and excellent abilities. I therefore have not fear concerning your mental equipment to meet the future economic problems of your life. But in actual life, far away from your teachers to guide you, intellectual equipment is only a part of the total equipment needed to succeed in life.

Some of you will continue your education in college, but some have already terminated your formal education and will seek your place in the turbulent economic world of today. Under the best of conditions, it is difficult to find good jobs, jobs which you like, jobs with good futures, jobs with good pay. The business world is cold and tough with many seeking good positions and few finding them. But with this country and Japan at war, the difficulties have been greatly increased. For years you will have an unfriendly, unsympathetic, even a hostile economic world to face. Your best behaviours, and your wisest actions will likely be misunderstood, your good qualifications and your excellent abilities will receive scant attention. You may be refused and abused many years and in despair, some of you may be tempted to retreat into the relative peace and security of your relocation centers.

Soon you will look back to your school days as the golden days of happiness and friendship where success quickly crowned each endeavor and you were able to measure each achievement by the encouraging remarks of your teachers. But away from school, hard work without words of encouragements, risks without advisors, repeated failures and tribulations will become your cold-blooded teachers. Arduous work and endless disappointments are the cruel price usually paid for success. Progress will seem painfully slow and the rewards for your efforts would never seem to come. Life may sometimes seem to become a race with despair with failure grinning at you all the time.

With the world constituted as it is, I cannot suggest to you any ways of avoiding tribulations and heartaches. I know of no way to make your future easy or your burdens light. There are no magic formulas for success easily attained and happiness

enjoyed without great efforts. Pains, heartaches, disappointments, tribulations are part and parcel of life and they may even increase with your success. Rather, we must be ready to accept them when difficulties come. Borrowing the terms of the medical science, you cannot fight disease by trying to wipe out all the germs. You can fight them by increasing your own resistance. Increase therefore, your resistance to trouble, make yourselves immune to the baleful results of difficulties. Make yourselves insensitive to the allergy of unjust and unfair criticisms. Vaccinate yourselves against the ravages of race and class prejudice. Make yourselves tough and flexible so that like good rubber you will be able to absorb all of the shocks of the rough road that will lie for many years ahead of you. Or, like the good ship you must be able to take the pounding waves, the whistling gales and the extreme weather that abound in the sea of life.

It is sacriligious to suggest the use of Religion in a selfish purpose, to suggest faith as a vaccine, to use religious knowledge as an antidote, to administer religious pills like sulfa drugs to help sure the ills of life, because religion is not a petty merchandise. Religion is a large overall thing, something vastly precious, something great and sacred, something creative, vital, something that is always mysterious and amazing, something that cannot be measured and analyzed. You cannot have and enjoy a portion of religion, you must seek the whole of it or none of it, you cannot enjoy its by-products, its manifestations. You cannot put its emanations into a capsule and enjoy its healthgiving influence.

But, if you have religion even the size of a little seed you have that which will be of immense value to you in the future. Under the lifegiving regimen of faith, you will develop character, power and toughness. Out of a mountain of worry and despair you will be able to make a mole hill of inconsequential dirt and rubbish. Out of an inevitable failure the fourth dimensional power of religion will enable you to make colossal stepping stones to the starry heights of success. Like the mysterious radar religion will enable you to pierce the darkness and the dangerous fog of ignorance and doubt and will direct you straight to the goal of truth. Without religion all the glory and money in the world will cause a man to be an unhappy failure. With religion a peniless cripple can find life joyously radiant and can be led to achieve success. Religion is the philosopher's stone which alchemists have long sought to turn the base metal of otherwise dull existence into the sparkling gold of purposeful and happy life.

Members of the graduating class, as you endeavor to enter the turbulent business world of today, outside of the relocation centers, you will undoubtedly find it a far more hard, cold and

a difficult world than you were led to imagine. You will go through long periods of discontent and disappointments. You will face unfriendly people, unthoughtful people, selfish people and dishonest people. You will find your boss to be totally different from your teachers. You will not find him devoted to your development and progress. You will become just a mere cog in the complex and huge assembly of gears, wheels and other mechanisms grinding out service and products at a fearful rate. On top of all this, people will look upon you with the eyes of suspicion you will have to talk and act with special caution. Some people will take keen delight in stinging you with unkind remarks. In the midst of all this, let your religion be a strong bulwark and defence. Its comfort, its strength, its counsel, its vitality, its power, its wisdom, its patience, its creativity will carry you through the difficult years of trials and tribulations.

Imbued with the powers of religion, you will some day win even your enemies to yourselves, gain their confidence and trust, lead them to respect and admire you. Your periods of hardships and worry will give place to that day when you shall be accepted into their society without the stigma of suspicion and the badge of inferiority. You will some day look back to the periods of trials and disappointments in joyful retrospect with a sense of having achieved through hard work and dogged determination, tempered with the qualities of your religious faith, something vastly worth while. You will someday be exceedingly thankful to God and the charm of your religious faith will become stronger as years will add experience and wisdom to you.

May you be strong and courageous, may you ultimately find success and happiness in life, may God be your constant guide and bless you always.

By: Rev. Joseph Tsukamoto

GRADUATION EXERCISES
TOPAZ JUNIOR HIGH SCHOOL

THEME
"AT THE HALF-WAY MARK"

HIGH SCHOOL PLAZA
10:00 A. M., JUNE 25th

NINETEEN HUNDRED AND FORTY-THREE

CLASS OFFICERS

PRESIDENT Joseph Morita
VICE PRESIDENT. Sakae Horita
SECRETARY Chester Kaku
CLASS SPONSOR Deon C. Ballard

PROGRAM

Theme "At the Half-Way Mark"
Piano Music "Processional". . . Lily Ann Harada
Invocation. Chester Kaku
Song. Sekiko Harada
 "Largo". Handel
Address of Welcome. President Joe Morita
History of Present Grade 9. . . Tomiko Kasai
Accomplishments of Grade 9
 in 1943. Shin Tanaka
Our Ideals. Alice Fukui
"Where'er You Walk" by Handel . Girls Sextet
 Miyuki Hataye, Emi Hayamizu, Mitsuko Maruyama,
 Hisako Ito, Martha Oshima, Tokiko Takeuchi
Presentation of Graduates . . . Principal G. L. Woolf
Presentation of Diplomas. . . . Superintendent L. G. Noble
Class Song To the tune of "Finlandia"
Benediction. Robert Hirabayashi

GRADUATES

Abe, Nanaka	Iwasa, Susumi
Adachi, Toshio	Kai, Keiko
Akiyama, Hajime	Kaku, Chester
Akiyama, Marian	Kanzaki, Norma
Aoyagi, Hatsuye	Kasai, Tomiko
Ashizawa, Asaye	Kashima, Hideyoshi
Baba, Alice	Kato, Lily
Baba, Kazuko	Katsura, Michio
Date, Chiyoko	Kawaguchi, Margaret
Fujii, Dewey	Kawabata, Toshiro
Fujiwara, Lillian	Kimura, Kazuo
Fukami, Junzo	Kitani, Lily
Fukui, Alice	Kobayashi, George
Furuya, Mitzie	Koide, Hiroshi Jimmy
Furuzawa, Kazuyo	Konno, Kunio
Goto, George	Kuge, Donald
Goto, Joe	Maruoka, Kazuo
Gyotoku, George	Maruyama, Mitsuko
Hamada, William	Maruyama, Sanaye
Hamasaki, Mitsuko	Matsui, Tatsuko
Hamasaki, Sadako	Matsui, Yoshiye
Hanamoto, Ruji	Matsumoto, Emma
Harada, Lily Ann	Matsuzaki, Jensuke
Harada, Sekiko	Mayeda, Kay
Hashimoto, George	Mifume, Hironichi
Hataye, Miyuki	Minemoto, Masaru
Hayamizu, Emi	Miyamoto, Jim
Hirabayashi, Robert	Miyamura, Henry
Hirano, Thomas Tsutomu	Miyata, Elsie
Hirata, Kenji	Miyazaki, Ayako
Hironaka, Mary	Mizono, Bill
Hirota, Akira	Mizuhara, Robert
Honda, Sue	Mizuhara, Rurie
Horita, Sakae	Mori, Alice
Ida, Kazuhiro	Morimoto, Akira
Ishida, Elsie	Morita, Joe
Ito, Hisako	Moritomo, Kiyotaka Fred
Ito, Yone	Muneno, Hisaye Lillian
Nagata, Miya	Suyeyasu, Sadako
Nakahiro, Tosh Marie	Suzuki, Michio
Nakamura, Shigeharu	Tajima, Harry
Nakano, Kei	Takagawa, Leslie
Nakatani, Miyoko	Takaha, Sanzui
Nao, Isamu	Takahashi, Noboru Edwin

GRADUATES

Narikawa, Shigeto
 Nemoto, Lily Yoneko
 Nihei, Ryo
 Nishino, Michiko
 Nogami, Mitsuru Calvin
 Nonaka, Hisako
 Nomura, Alice Aiko
 Ochi, Somao
 Okawachi, Tsuneco
 Oku, Hisashi Ben
 Okuno, Frank Eiji
 Onichi, Tokio
 Ono, Shinji
 Ono, Shoji
 Oshima, Martha
 Oshima, Togo
 Otagiri, Eiko
 Otsuka, Takashi
 Ozaki, Tatsuko
 Sakakura, Tatsuo Bobby
 Sakurai, Shoji
 Sano, Tatsuo
 Sasaki, David
 Shibata, Eichi
 Shimada, Chiyoko
 Shimizu, Mihoko
 Shin, Katsumichi Harry
 Shintaku, Nobuko
 Sonoda, Takao
 Sugioka, Kazuma
 Sunda, Akito
 Sutow, Ann

Takahashi, Kazumasa Ernie
 Takahashi, Teyoko
 Takeshita, Yuzuru
 Takeuchi, Fusayo
 Takeuchi, Shozo
 Takeuchi, Tokiko
 Tan, Yaeko
 Tanaka, Kiyoko
 Tanaka, Shin
 Tatsuguchi, Masahisa
 Tsuboi, Jack
 Tsugawa, Albert
 Tsugawa, Michiko
 Tsukada, Kikuye
 Tsutsui, James
 Utsumi, Robert Sakaye
 Uyeda, Rose
 Wada, Tomiko
 Yamada, George
 Yamaguma, Margie
 Yamaji, Hiroko
 Yamana, Setsuko
 Yamasaki, Ichiro
 Yanagi, Takehiko
 Yanagi, Takeshi
 Yokomizo, Shizuko
 Yoshida, Aiko
 Yoshida, Michi
 Yoshii, Hisako
 Yoshimori, Miya
 Yoshiura, Keiko
 Yuto, Kazuo

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Invocation presented by:
Mr. Chester Kaku.

Topaz City Junior High School,
June 25, 1943.

OUR DEAR FATHER:

We thank thee for thy goodness and care through which we are able to come to thee today for our first Junior High Commencement.

Oh Father, help us, that we may realize the fact that there were many friends and teachers whose kindness and help, friendship and guidance, now known and not known.

Help us, too, Oh Father, to realize that our fathers and mothers, whose prayers in times of joy or distress have been offered without ceasing, at every occasion.

We thank thee, Oh Father, for thy guidance throughout this darkness caused by the war engaged between mankind.

We pray at this time, Oh Father, that we may go forward into the future with a spirit of gratefulness to those abundant blessings of the past, so as we may emerge emblematic over all hardships, hopefully over the darkness of our future through the faith of God.

Give us, Oh God, the firm confidence that the God of great blessings of our past be with us to guide us through our future with the increasing love and blessings.

Dear Father, give thy blessings now to those who have planned to leave this center in the near future to continue their further studies or work. As well as we who will remain.

Oh Father, bless this commencement, which we are now to proceed, and we ask thy blessings for those who take part in this program and to those who are present today.

We pray it in the name of our Savior. Amen.

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Greetings presented by: Topaz City Junior High School,
Mr. Joe Morita, June 25, 1943.
Class President.

GREETINGS

Superintendent Noble, Dr. Woolf, Faculty, Parents, and
Fellow Students:

It gives me a great pleasure to come before you this morning to express a few words of welcome and appreciation to those who have guided and cared for us to this day. The principal, who has contributed to the student government many helpful suggestions towards the materialization of our school program. To the teachers who have so diligently given the time and patience to concentrate and guide us in our work. The reliance, which we have found in the teachers has aided us in ennumerable ways, we are indebted. And, now to the one most dear to us, the parents, who in their obscure, yet significant manner, have encouraged us in our various phases of life. We extend our utmost appreciation.

And, now fellow students, to you who are entering a new realm of life, may the realization of your hopes and ambitions come true.
Thank you!

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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech delivered by:
Miss Tomiko Kasai.

Topaz City Junior High School,
June 25, 1943.

HISTORY OF PRESENT NINTH GRADE

Approximately one year ago, we, the Ninth Graders, with a countless number of other Japanese - Americans, were evacuated from our homes and friends. Through a process of evacuation, we have come together and come before you today, as the first graduating Ninth Grade Class of Topaz Junior High School.

Prior to evacuation, the majority of us were living along the peninsula, San Francisco, or bay region in California. Our parents were mainly in the nursery, dry goods, restaurant, laundry, grocery, or hotel business, or they were farmers or domestic workers. They came to America with a hope of earning a living and so established themselves in these professions, founding a home and a place in the world for us, their children. From these homes, we attended schools, where we learned the American way of life, "liberty, justice and freedom." Here we were considered equal with our other friends. There were no racial prejudice and discriminations. We were preparing for professions similar to our friends. There was a place awaiting us in the future. The physical features of our former schools were quite different from our present one. The stately buildings were furnished with regular desks, auditoriums, cafeterias, spacious libraries, lockers, and recreational facilities. We attended school

and entered classes with Caucasian students. We entered the same activities as they did. Our recreational activities consisted of movies, parks, museums, aquariums, zoos, sports, and rooting for our favorite team in a college or high school game of some sort. Our morale was high. We put forth our utmost in our studies. We learned the Japanese language and some of their customs, but our love was in America, our country. We were Americans and we had a grand future before us.

Then on December 7th, we were confronted with a shocking and bewildering blow. Pearl Harbor! Our normal lives came to a stop. On this day, it made one realize our physical difference. Would they, the Caucasians, forget that we were Americans, too? Would they shun us? No, Americans had a liberal heart and this made one realize the true meaning of the word, "America!"

The second bewildering news came during the early part of March where there were orders of evacuation. At that time, we did not think it imminent that Americans of Japanese ancestry would be evacuated, too. Nevertheless, due, to military necessity and for our own protection, we were evacuated to the assembly centers. Some of us were evacuated to Santa Anita, near the end of March and most of us entered Tanforan the latter part of April, and the beginning of May. Our dreams were shattered. All that we had planned and hoped for, we could not have. We were housed in stalls or barracks, which after a time, we altered into places we could call "home". Recreational activities were greatly emphasized in order to raise our spirits. Most of us went on a "spree." Our leaders who had foresight to realize the necessity of guidance for us, established a school. Though, we did not study and we lacked many facilities, the teachers did

their utmost to guide us. Through their help, we were guided much from becoming entirely uncontrollable. Then about the middle of September, relocation further inland started and we were sent here, to Topaz. Just recently, the Hawaiian students have joined us here.

After one school year, we are graduating the Ninth Grade, with many new acquaintances and having had new experiences behind us, with a light of hope shining within our hearts for a bright future that is to come.

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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech presented by:

Topaz City Junior High School,

Miss Alice Fukui.

June 25, 1943.

WHAT WE STAND FOR

We, of the graduating class of Topaz Junior High School, have this morning reached a milestone in our lives. Looking back in retrospect, we see that we have come a long way, not only in physical distance, but from the point of view of the obstacles we have had to surmount in our search for education and knowledge. It has been a hard road that we have traveled. Looking along the road which lies ahead of us, however, we have strength to travel that road or fall by the wayside depends to a large extent, upon what we stand for.

Man cannot live on bread alone. To exist and to fight to achieve a better life, man must have ideals. Man is but the sum total of the things that have gone to make up his life. That being so, the things we stand for today as boys and girls are vitally important for the men and women we hope to be tomorrow.

As part of mankind living today, we stand for the principles set forth in the four freedoms proclaimed in the Atlantic Charter. We stand for a type of life in which the needs of all the people all over the world will be justly considered. We stand for a fellowship of all mankind - an ideal perhaps not to be achieved

in the course of our lives, yet something to strive and to fight for.

As part of this nation of ours, we stand for the principles of democracy - not only to be preached but to be practiced. We stand for tolerance, for we know the injustice and bitterness that can arise where there is bigotry and intolerance. We believe and have hope in our future, as we know there is a silver lining, though the clouds seem very dark just now. We shall seek for knowledge and enlightenment as we continue our education, for we know how hate and suspicion are brought about by ignorance.

At times the position in which we find ourselves may make us feel that we are sitting on the sidelines watching others make history. Let us remember, however, that sooner or later we must again step into the current of normal life and take up where we left off. In anticipation of this day, we shall nurture the things that we stand for and resolve that one thing we shall never stand for is an attitude of defeatism.

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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech presented by:
Mr. Yuzuru Takeshita.

Topaz City Junior High School,
June 25, 1943.

PLANNING FOR THE FUTURE

Because of the fact that we have been put into this fenced city of Topaz, many people have abandoned themselves to despair. They have lost their hopes - hope which is quoted from Shakespeare as the "Father of Thought." A person lives upon the existence of hope, and without this, there shall be no target for his strenuous endeavors. There is nothing that can cover the loss of hope and perhaps his character will be altogether destructed.

Today, we are in a formidable and an awkward predicament. People with lack of deliberation, easily become desperate. They are overcome by adversity, and they are not able to see even a foot ahead, thus allowing themselves to become unruly and misguided.

I believe that this is caused because of their shortness in the height of personality. Should they stand up on their tiptoes and look beyond, they will find yonder a future glowing with promise in the dawn of hope. Nevertheless, short-sighted persons, once confronted by adverse circumstances, decide hastily that their future has been doomed. Unfortunately, they are not able to find the light gleaming ahead and they are driven to despair.

Can this be the case of our present situation? Can we allow ourselves to become the stragglers of life? Should this be the

circumstance, what is going to happen to the future of our parents, our younger brothers and sisters, and to us, ourselves, who are to be the future backbone of Democratic America?

Now is the time when we should step back and consider carefully the future outlook. Confronting us will be a great responsibility. We shall find something by which we can look into the future. And once again within the ray of hope, shall we have the target for our efforts.

You have heard from time to time the old saying "United we Stand, Divided we Fall." Only when everyone is concentrated at one definite purpose can a group accomplish anything that is worthwhile.

One might say "It is not the other's business, I can do as I want to." This, however, is a great mistake. In regards to this George Elliot had said and I quote, "A person may be himself, but at the same time he is a part of the united whole. His body belongs to him and to the entire mankind. Even in mere respiration does he not inhale the same air as the others do. Much more, how can the conduct or action of a person have no connection with the others?" unquote.

A little leak can sink a great ship. The whole purpose can be spoiled by a mere misbehavior of one person.

Therefore, we, definitely, must gain the spirit of cooperation and service - the noble spirit which is more indispensable than knowledge in the progress of mankind. No longer can we hope to accomplish anything by the "Each for Himself" policy, but we,

absolutely must base our future upon our future, upon the spirit of good-will "Each for All."

After a year of intense coldness, the trees show much luxuriant growth in the spring than otherwise. A man of great personality is born only after he has fought through adverse circumstances. At this occasion, bearing this in mind:

Let us become more optimistic about our future!

Let us cultivate our minds!

Let us build our characters!

Let us have courage and a firm determination!

Let us unite! And shall we not make our Topaz High School, a school that we can be proud of as long as you and I can remember?

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Benediction presented by:
Mr. Robert Hirabayashi.

Topaz City Junior High School,
June 25, 1943.

Oh Lord, we come before thee with humility in our hearts recognizing that ours are but powers and knowledge limited to mortals, and being mortals, we ask of thee, blessings for our first graduating class of the Topaz Junior High School. One leg of our journey on the sea of life has been completed midst the turbulent wave of world-wide strife and suffering, the like of which past history has not recorded.

We ask of thee, your wisdom and benevolence. Guide us and protect us that we may contribute towards an easy peace. Show us the path free from prejudice, that there be no discrimination of race, color nor creed. Keep us that there may be a future of happiness and opportunity for all.

And Lord, may all of us have the courage and determination to see through this present catastrophe for the safeguarding of democracy and our United States of America for the good and will of all men. Amen.

GRADUATION EXERCISES

TOPAZ HIGH SCHOOL

THEME

"WE MUST HAVE MEN TO MARCH OUR MOUNTAINS"

HIGH SCHOOL PLEASE

8:00 P. M., JUNE 26th

NINETEEN HUNDRED AND FORTY-THREE

CLASS OFFICERS

PRESIDENT George Yamamura
VICE PRESIDENT Takao Matsunaki
SECRETARY-TREASURER Ayako Ota
CLASS SPONSOR Dr. Joseph R. Goodman

PROGRAM

Processional "Jerusalem" Choir
Pledge of Allegiance Led by Pres. George Yamamura
The National Anthem The Graduates, Choir
and Audience
Invocation Mr. Joseph K. Takamoto
Minister of the Protestant Church
Address of Welcome and Introduction of Speakers
. President George Yamamura
Theme: "We Must Have Men to Match Our Mountains," . . .
. Moss Ashi_gawa, Ikoda Hisamura, Michiko Okamoto
Songs High School Choir
"Glory Now to Thee" Bach
"Pilgrims Chorus" Wagner
Elizabeth Boardman, Director
Summary of Speeches in Japanese Motoichi Yanagi
Violin Solo Ernestina Teranishi
"Nocturne" Opus 9, No. 3 Chopin
Accompanied by Miss Rulko Komiya
Presentation of Class Principal G. L. Woolf
Presentation of Diplomas Superintendent L. G. Noble
Remarks to Graduates Project Director Charles F. Ernst
Chief of Community Services Lorne W. Bell
School Hymn Graduates
Recessional "Jerusalem" Choir

* * * * *

A reception will be given by the P. T. A. in D. H. 33 for the
graduates, their parents and the faculty following the gradua-
tion exercises.

GRADUATES

Adachi Teruko
 Aihara, Michiko Grace
 Akiyoshi, Minoru
 Aoki, Dorothy Ann
 Aoyagi, Kiyoshi
 Aoyagi Stanley Tadao
 Ashizawa, Masao
 Ashizawa, May Sumiko
 Azuma, Fumiko Teresa
 Bando, Alma Grace
 DeJoka, Noboru
 Dowke, Edna Shoko
 Fujimoto, Grace Fumiko
 Fujimoto, Nobuji
 Fujinani, Hisako
 Fujita, Saburo
 Fudada, Aiko
 Fukami, Paul
 Fukami, Sachiko
 Fukui, Henry
 Furusho, Mae
 Handa, Mitsuyo
 Hanyu, Fumi
 Hara, Michiko
 Haramaki, Chiko
 Hase, Kazuko
 Hashimoto, George Katsuni
 Hashimoto, Oki
 Hayanisu, Margaret
 Hayashi, James Akira
 Hayashida, Michihiko
 Hidechima, Sata
 Hirano, Fusayo
 Honda, May
 Honda, Sachiko
 Horita, Shigeko
 Hotta, Shigeo
 Ichimaru, Yoshitaka Miko
 Ida, James H.
 Iino, David T.
 Inatome, Tosh Joe
 Inouye, Kaoru
 Isejama, Ruth Akiko
 Ishida, Jimmy
 Ishida, Yoshikazu
 Ishiyama, Miyoko
 Ito, Kawayuki
 Ito, Kiyo
 Iyeki, Kenneth
 Kagami, Tutaka
 Kaibe, Seiji
 Kami, Frank Tadahiko
 Kariya, Takashi
 Kato, Masaru George
 Kato, Kazuo
 Kato, Motoichi
 Katsu, Lily Yuriko
 Kawaguchi, Mary
 Kawaguchi, Masaru
 Kashim, Pete
 Kawahata, Kaoru Caroline
 Kawakami, Uneko
 Kawazorita, Joe
 Kawashima, Motoko
 Kinura, Frances Toki
 Kinura, Shiruko Grace
 Kinura, Setsuko Martha
 Kirihara, James Kwanichi
 Kita, Shigeo
 Kitagawa, Peter Goro
 Kiyomura, Yukiko
 Koide, Margaret Iruko
 Komatsu, Mamu
 Konno, Yoshiro
 Kubokawa, Eiji
 Kubota, Hideo
 Kusamoto, Yuriko
 Kumekawa, Kiyochika
 Kusumi, Asako
 Kusumine, Frances Taeko
 Machida, James Sunio
 Marubayashi, Edith Sumiye
 Maruyama, Yeniko
 Matsui, Mary Mariko
 Matsumoto, Aiko
 Matsumoto, Mary Mariko
 Matsuno, Grace Toshiyo
 Matsuzaki, Chiyoiko
 Matsuzaki, Takao
 Matsuzaki, Toraiichi
 Mikami, Yuki
 Mizuhara, Jack
 Momii, Tonomo Vincent
 Momono, Shinji

GRADUATES

Mori, Agnes Taeko
 Morita, Midori
 Morita, Masaki Walton
 Muneno, Florence Kazuyo
 Nabeta, Yoshiko
 Nail, Susan
 Nakagawa, Buddy Nobori
 Nakagawa, Midori
 Nakahara, Roy
 Nakamura, Ichiro
 Nakamura, Machiko
 Nakano, Hiroshi Jim
 Narikawa, Marjorie Katsuko
 Naruo, William
 Nishiki, Atsushi
 Nishiki, Janet Sakye
 Nishimura, Ronda Akiko
 Nishimura, Marion Yukie
 Nishimura, Yuki
 Nishino, Shizu
 Nishioka, Mary Yoshiko
 Nitta, Thomas
 Nobe Ken
 Obata, Emi
 Obayashi, Henry Taihei
 Ochi, Tetsuo
 Ogawa, Mary Kiyoko
 Oishi, Marion Tamiko
 Okada, Dorothy Neiko
 Okamoto, Michiko Lillian
 Oka, George S.
 Okuda, Teiso
 Okuno, Fujiko
 Orikuchi, Hayato
 Oshima, Moses
 Ota, Ayako
 Otsuka, Sachiko
 Otsuki, Toru
 Ozaki, Katsuni
 Ozaki, Shiguo
 Sakai, William Tomomi
 Sakayue, Yoshiharu
 Sakurai, Tomio
 Sasaki, Minaru
 Sasamoto, Tetsoshi
 Sato, York
 Sekiguchi, Rayko
 Sekinachi, Yaeiko
 Shiho, Vincent Shigewari
 Shimamura, Taketoshi
 Shinomura, Kenichi
 Shimotori, Masako
 Shin, Henry Katsuki
 Shinoda, Miye
 Shiozawa, Lobo Mitsuyo
 Shiozaki, Mary
 Sumi, Kuniko
 Sumitomo, Tsutomu
 Sutou, Mary
 Suyemoto, Masa
 Suyeyasu, Kiyoko
 Suzawa, Miyoko
 Suzuki, Chiyoko
 Suzuki, Florence Yoko
 Takahashi, Kazuo
 Takahashi, Midori
 Takaki, Konichi
 Takata, Yonko
 Takeuchi, Kiyoshi Frank
 Takita, Miyoko
 Tan, Masamichi
 Tanaka, Hisako
 Tanaka, Miyoko
 Tani, Paul Y.
 Tate, Kyoko
 Tatsuguchi, Kay
 Teramoto, Nagiko
 Teranishi, Ernestina
 Toba, Tetsuko Patti
 Toda, Ikuko
 Toda, James Yukie
 Tomioka, Tom
 Tsuda, George H.
 Tsunori, Hideo
 Tsunura, Yaeiko
 Tsuno, Chiyeko
 Uyeda, Annabelle Mitsuyo
 Uyehara, Tetsuro
 Watanabe, Hisashi
 Yamada, Michiko
 Yamamoto, Itsumo
 Yamamura, Kiyoshi George
 Yamasaki, Mafiko
 Yamashiro, George Tomomasa
 Yanagi, Motoichi
 Yonakura, Satoshi
 Yoshida, Hideo
 Yoshioka, Wako
 Yoshimura, Yama
 Yoshioka, George
 Yoshitara, Misao
 Yoshizawa, Haruyo

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech presented by:
Mr. Masao Ashizawa

Topaz City High School
June 25, 1943

WE MUST BUILD MEN TO MATCH OUR MOUNTAINS

Part I (EVACUATION: A Student's Study)

This occasion signifies the successful completion of one phase of a life's development. This milestone provides us with a convenient opportunity to look back and to evaluate ourselves.

It is evident that we must apply the experiences of the past to shape the mould to build men to match our mountains. Our experiences of the past year, of course, outweighs any single factor in making this evaluation. The desired measurement would require a proper answer to; how much has evacuation effected us? An inventory of ourselves must be taken now so that we may better plan and prepare ourselves for the task before us. After a year in our new environment we can apply sufficient objectivity and observe ourselves as we are today and as we were before being uprooted from our former homes.

The story of our pre-war selves is basically a sociological problem, common among the second generation minority groups. Unknowingly, we straddled a so-called fence. That is, in our case, we stood on the border line that separated the Orient from the Occident. We lived in the midst of a perplexing mixture of two cultures, where we were neither completely Oriental nor yet totally Occidental in our habits, customs, mores, etc. We considered ourselves Americans; but the extent of our Americanization, we

Mr. Masao Ashizawa

Topaz City High School

realized now, more or less, had its beginning and ending within the spheres of our schools, and their immediate periphery.

America's declaration of war with Japan and its subsequent involuntary evacuation left us in a state of utter bewilderment, and frustration. We had accepted with a simple faith the cherished American ideals and dogmas, as taught to us by our superiors and educators. Our acceptance of our birth-right citizenship was not too different from others. We also believed in the security offered an American, guaranteed by the Red, White and Blue. The evacuation, therefore, created an inexplicable inconsistency with the American ways as we had learned them. Doubt was cast upon our security and future in America. As a result, no one was completely immune to some pangs of bitterness and depressed melancholia. This, fortunately, was a transitory state and with the return of reason and understanding these emotions were forced to yield. On the debit side, however, in some of us a residual effect remained to manifest itself in various unhealthy forms.

In the worst form we find those who have made their emotions their obsessions. The acceptance of the attitude of antagonism is a mechanical solution, a confession of immaturity. But how effortless, it appears, to restrict the sense of logic and replace it not only with antipathy, but also with recalcitrance. Unconscious of their own presence as evacuees, they became ensnared in their own irrational prejudicisms.

Furthermore, scepticism was a natural consequence of our early frustrations, but scepticism can so easily be abused as destructive

Mr. Masao Ashizawa

Topaz City High School

cynicism. On one hand, we see a display of flamboyant, carefree, irresponsible, behavior. On the other hand, we recognize those characteristics of despondency reflected in the mood of apathy and indifference, lacking in purpose or aim.

Our survey at this point would be incomplete if we should omit a reference to an admirable group among us who have successfully converted a negative situation into a positive one. I refer to those who, with a constructive aim, approached the problem with optimism and an open mind. They have realized the actual context of the situation and construed it in realistic terms. In such a way, a familiarity with the concept of the scientific method was established. Thus, instead of detrimental cynicism or antagonism, a healthy attitude toward their position was reached. In their efforts to hurdle each obstacle, they have better prepared themselves for that steep climb to the mountain tops.

Thus, we see that evacuation has had varying degrees of effect upon us. The memory of our experiences is indelible. But now that we know definitely that our future and goal is high atop some American mountain, these experiences must be utilized to our advantage. The significance of our study seems to lie in the fact that we can no longer take things for granted; but more important that we are compelled to develop those methods which are conducive to keen objective thinking. In confining our thoughts to the actual realistic context of the situation, our personal pities and illusory visions must be abandoned. Herein, it appears, exist the primary requisites. If we are to be men to cope with our mountains, it is necessary that we ready ourselves now, mentally and physically, for that long and arduous climb.

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech Given By: Topaz City High School -
Miss Rhoda Nishimura, Senior. June 25, 1943.

OUR BARRIERS

Abraham Lincoln, George Washington Carver, Florence Nightingale, - each had barriers to conquer. These renowned figures bridged the obstacles that surrounded them and for that attained their greatness. To us, our obstacles are obvious and plentiful, and probably greater than those which faced any other graduating group. We face a war-torn world of racial intolerance, of misunderstanding, of misinformation and of confusion.

As we commence in a new phase of life, each of us is in quest of a goal. In our ascent to the summit many obstacles will obstruct our paths or views. Only by surmounting the lesser barriers will we be able to reach our goal. Whatever that goal may be, it is the summation of the lesser obstacles. With that in mind, I shall broaden on the common stumbling blocks.

Firstly, we are confronted by the barrier expressed as the "evacuation mind." Our confinement is prone to lead us to the feeling of reckless irresponsibility and the sense of rank injustice. Ambiguity and then distrust in the constitution and its government will be aroused. The biased opinions which encompass us concerning our predicament can create apathy, prejudice, and

antipathy. We must stave off these emotions and attitudes which make up the barrier - the evacuation mind.

The celerity of the events of the last year as well as the conclusion of our formal education has thrown us in a state of bewilderment and confusion. This state of confusion can be identified as a second barrier. Perturbation dims our vision. Temptations such as the dazzle of money and notorious reputation entice us. We yield readily to them. When handed a golden platter, we are inclined to accept impetuously. Impatience can down us. When the chance to take the easy way out occurs, we are more than likely to go after it aimlessly. The moderation of our reactions to temptation, impatience, and the easy way out, will facilitate the overmatching of the barrier - confusion.

Statements like those made by the Dies Committee such as the implication that 10,000 of us "saboteurs" are being released from the ten centers frighten us when they are cast at us in our frustrated condition, and lead us to a third barrier - fear. Though they may be the words of a few, we fear without adequate reasoning what serious consequence those words will bring to us. Will the uneducated community become illiberal? Will they look upon us as quislings? Yes, fear has its claws.

A fourth barrier is the prevalent feeling of mental laziness. It can lay a firm hand on us. We have come on a ladder of knowledge and are now on the rung which spells completion of high school education symbolized by a diploma. That diploma can serve as a key to the door of opportunity. Conversely, we can let that diploma signify the completion, utter completion of education. Some

have today reached the top of their ladder. They see no further need for education. There are wider horizons to conquer, yet, they are contented with their present position. All education and character development ceases and the slow process of degeneration begins. This trend of thought reminds me of a few lines which I once read. "Those who stay in ruts have but to switch the last two letters to get the result - rust." Simple, but that characterizes the barrier called mental laziness.

A fifth barrier is the ubiquitous one, termed prejudice. Our nation was founded because of the religious prejudice abroad. Men in the annals of history have suffered from prejudice. I have already mentioned George Washington Carver, a recent Negro scientist. He felt the sting of racial prejudice. As members of a minority group, we cannot evade the barrier of prejudice. We must learn to face it and become its master.

Our present quandary is a temporary one. To be prepared for the future, we must recognize that there are major barriers. In character-building we might say that opposition or hindrance is almost indispensable if unusual strength of character is to be developed. Instead of giving way to the lesser barriers, we can let them act as a stimulus for far greater effort. The greater the obstacles that we surmount, the more useful we will prove to the world of tomorrow.

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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Speech presented by:
Miss Michiko Okamoto.

Topaz City High School,
June 25, 1943.

"WE MUST HAVE MEN TO MATCH OUR MOUNTAINS"

Mr. Chairman, Ladies and Gentlemen:

At this crucial hour of stress and strain, in this chaotic world of ours, we graduates, the youth of Today, Men and Women, the builders of Tomorrow, step forward to endeavor to surmount that mountain of fears, prejudices and confusions. The time has come at last, for us to take on new responsibilities in helping to create a more democratic universe.

Our other speaker, Mr. Ashizawa, has told us how our characters and personalities developed due to the evacuation, how some of us were swayed by emotionalisms, bitter with preconceived commitments against the Caucasian Americans, and bewildered and confused by the paradoxical predicament we were involuntarily thrust into, and how some of us became cynical of a democratic future because what we had believed to have been our rightful heritage was suddenly seized from us.

We find that our antagonisms and aversions were basically caused from Fear; a fear crushing our sense of logic and driving us to irrationalizations, so intensified, that we were beaten to abjectness before we even began our fight against discrimination and exploitation.

Our confusion was the result of our gullibility to rumors and malicious propaganda. Not because the matters and issues which concerned us so vitally were incomprehensible, but rather because of our negligence to scrutinize the ambiguities of these issues.

Until we liberate ourselves from the precarious barriers deeply rooted within ourselves, we will continue to depreciate in our dilemma. Remaining uncompromising in our irrational opinions and refusing clarifications on doubts, by not submitting to diligent evaluation, we will enslave our minds from clear conceptions. And if our minds cease to be free, so will our world cease to be free.

But we do realize how perilous these developments of antipathies, emotionalism and perplexities are, thus it is our responsibility to eliminate these. It is our responsibility to look upon our frustrations and confusions with detachment and objectively; not to succumb to ambiguities. It is our responsibility to overcome Fear if we are to regain the securities we lost. It is our responsibility to rid ourselves of prejudices for they obstruct our progress in surmounting the mountain of our mental barriers. It is our responsibility to unite in the common fight - the fight for the freedom of Man. It is our responsibility to build anew, constructing a more stabilized future, based upon our strong convictions and determinations.

To you, our parents and to our educators, we give assurance that we will take these responsibilities unbiased in our thinking, fearlessly and with a clear mind for it is our obligation to you, and to a democratic world to conquer the summit of our mountain of prejudice, fear and confusion.

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

Invocation presented by:
Reverend Joseph K. Tsukamoto.

Topaz City High School,
June 25, 1943.

INVOCATION

Almighty God, Creator and Ruler of the universe, Author of all values, Fountainhead of laws, wisdom and knowledge, compassionate Guide and Inspirer of men to achieve the heights of reason and accomplishments; we call upon Thee to bless this important occasion when the members of the first graduating class of Topaz High School will receive their diplomas in acknowledgement of the satisfactory completion of their course of studies.

Be with each one of them as they go forth in life, some to more advanced studies, some to seek their places in the economic world, so that they might be fortified against all dangers that assail their minds and spirit. Implant in their hearts the strong sense of the sacredness and the dignity of their future callings in which they shall be fellow-workers, laboring to make this nation great. Give them the ample share of the essential virtues, patience, perseverance, courage that will enable them to make the best use of their learning which they have gained in school and thus to be enabled to achieve success in life. In times of difficulties, sorrows, and disappointments be Thou their consolation and strength, so that they may not sink into the slough of despair, but rise again to greater determination and confidence.

Guide them to enrich their lives with the abundant treasures of art, culture, knowledge, fellowship and Religion.

We thank Thee for the leaders and teachers, of Topaz, modern pioneers who are seeking to make in the wilderness of sand and sagebrush a haven of peace and learning. Who in spite of the handicaps of rations, priorities, shortages, in spite of the handicaps of unfriendly criticisms and interference; in the face of new and unexplored circumstances have the courage and the faith to level the wilderness of discrimination and misunderstanding and plant the green verdure of a new and greater democracy, justice and love.

Finally, Lord, we pray for a better world of tomorrow, a world of righteous peace and real brotherhood in which these graduates of today will be citizens and co-builders.

May the benediction of Thy rich grace be over them and over all the friends and disciples of goodness and light. Amen.