

J2.304

67/14
C

POSTON STUDENT RELOCATION COUNCIL

J2-34

The Poston Student Relocation Council has received the questionnaire blanks from the National Student Relocation Council. All students interested in attending college university are urged to see a representative of the Poston Student Relocation Council as soon as possible. For your convenience members of the Poston Student Relocation Council have arranged office hours as follows:

1. Miss Marvel Maeda, Miss Maki Ichiyasu, Miss Tee Mikami
Block 5, 6, 11, 12, 21, 22
At Block Manager's Office in Block 6
Wed., Thurs., Fri. from 7 to 9 p.m.
2. Masami Toyotome
Blocks 19, 30, 35, 36, 45, 46
Wed., Thurs., Fri. 3 p.m. to 7 p.m.
Block Manager's Office, Block 35
3. Bob Sakai
Blocks 26, 27, 28, 39, 42
Wed., Fri. 7 p.m. to 10 p.m.
Block Manager's Office 39
4. Hidemi Ogawa
Blocks 37, 38, 43, 44
Wed., Thurs., Fri. 7 p.m. to 9 p.m.
Block Manager's Office 38
5. Dr. William Takahashi
Blocks 17, 18, 31, 32
Wed., Thurs. 7 p.m. to 9 p.m.
Block Manager's Office 32
6. Tatsuo Kushida
Blocks 2, 3, 4, 13, 14, 15, 16
Wed., Thurs., Fri., 7 p.m. to 9 p.m.
Block Manager's Office 2
7. Tom Sasaki
Blocks 53, 54, 59, 60
Wed., Thurs., Fri., 7 p.m. to 9 p.m.
Block Manager's Office 53
8. Dr. H. Kita
Mrs. F. Ito
Camp 2 - See Dr. Kita for details

PLEASE READ AT YOUR MEETING:

Notice to be read at all meetings -

The Poston Student Relocation Council has received questionnaires from the National Student Relocation Council. Notices about the distributions of these questionnaires are being posted in every mess hall. If you or any of your friends are interested, read the notice in your mess hall.

April 19, 1943

J 2.34

The following preliminary report has been made of answers by members of the Junior and Senior classes to a question: "If you were to be granted 3 wishes, what would they be?" The replies of the members of the Freshman and Sophomore classes have not been summarized at this time though the partial tallies reflect less interest in relocation and more wishful thinking about "returning home". Whether the difference is related to the fact that more emphasis has been placed upon Relocation in the Junior and Senior Core Classes, or to the fact that the more mature students are closer to the problem is not clear.

REPLIES OF THE JUNIORS AND SENIORS
POSTON I - HIGH SCHOOL

	<u>Seniors</u>	<u>Juniors</u>
PEACE	67	70
EDUCATIONAL OPPORTUNITIES	46	108
BETTER FAMILY RELATIONS OR REUNITED FAMILIES	20	19
RACIAL ACCEPTANCE	27	55
IMPROVEMENT IN LOCAL CONDITIONS	22	35
MISCELLANEOUS PERSONAL SATISFACTIONS	51	29
RETURN TO FORMER HOMES	57	75
RELOCATION	106	172
FINANCIAL SECURITY	25	9
HEALTH	5	0
FREEDOM FROM RESTRICTION	7	0
RELIGIOUS WISHES	4	4
Total	<u>437</u>	<u>576</u>

Frances S. Cushnan
Director of Guidance

STAFF MEETING
POSTON STUDENT RELOCATION COUNCIL
July 14, 1942

make a new file for this. x. 10

Meeting of Poston Student Relocation Council called to order by Miss Findley who read letter of appreciation from Dr. Henley.

Those attending:

Marvel Maeda	
Tee Mikami	11, 9, D
Masami Toyotome	
Bob Sakai	42, 9, A
Hidemi Ogawa	38, 1, B
Dr. William Takahashi	32, 12, D
Tatsuo Kushida	2, 12, C
Tom Sasaki	53, 4, B
Miss Kodome	2 - 19, 3, D
Dr. Leighton	
Miss Findley	

Dr. Leighton and Dr. Beatty introduced to group.

Council is made up of those who were available at the time and others suitable. Members of Council will be permanent advisors and will have an Executive Secretary who will use the typewriter, chair, and table donated through Y.W.C.A by Maki Ichiyasu. Executive Secretary will be located in Administration Building. Names of Council members will be given to Press Bulletin.

Dr. William Takahashi selected as Chairman of Council.

Notices of questionnaires and office hours of each council member will be distributed to mess halls and headquarters of each department. Questionnaire read and discussed for clarification of each question. Form is to be changed so that it will be filled out in quadruplet instead of triplicate and returned to representative of Poston Student Relocation Council instead of to the National Student Relocation Council. Addition to be made - request to turn in all literature and catalogues with their names and addresses on them.

Problems:

1. Which colleges the students will be able to enter.
2. About how many will be selected.
3. To get in touch with all people who are eligible.
4. Question as to whether students will take advantage of going out of camp for liberty more than for education.
5. How soon students will be able to leave.
6. Fear of some students to leave because of treatment back east.

Discussion of whether students should come back to camp after graduating:

1. After the war the more people we have out of camp the better it is for the group as a whole.
2. To have those remain outside would be unfair to those who have already graduated and are in camp and giving

005.4
Edu.
3/11/42

service to community.

3. If they are able to remain out of camp, more people who are eligible will want to go for the liberty more than for education.
4. If those who go out are fighters they will try to get jobs after graduating but those who are timid will return to camp.

Meeting adjourned. Next meeting will be held in Miss Findley's office on Saturday, July 18 at 2 p.m.

Minutes of the Poston Student
Relocation Council Meeting

July 18, 1942

Names of those attending:

Kikue Takata
Harry Kita
Masumi Toyotomi
Fusako Kodani
Bob Sakai
Marvel Maeda
Tee Mikami

Tom Sasaki
Hidemi Ogawa
Tats Kushida
Dr. Wm. Takahashi
Dr. Miles Cary
Nell Findley

Presiding chairman:

Dr. Wm. Takahashi

Place of meeting:

Mr. Gelvin's office

Dr. Takahashi asked what should be done with the questionnaires. A count was taken and it was found that 101 had sent in the questionnaires. Then the various advisers reported on the activities from their headquarters. It was found that many men students were skeptical about the whole procedure and were reluctant to fill out the questionnaires. They wondered if anything would be done after they were filled out.

The women were afraid to fill them out because they wondered if they would be safe if they went out to school. Many wanted to go but they questioned in the analysis whether they would be permitted to leave the area.

There were many questions which should be answered that were troubling the applicants. They asked the advisers such questions as: Do we have to be Quakers? If we have some money will we have to use it or could we leave it with our parents to have on hand when it came for them to be rehabilitated in some other section? What number is going to be chosen to go to college? To what colleges will they be permitted to go? Will there be only secondary colleges on the list or will there be some that are worthwhile?

There was a definite feeling of uncertainty about going away to the outside. Few girls were applying. The committee as a whole thought we had rushed the matter and

005.4
Edw.

that more time should be given for the students to think this matter over. Perhaps it would be well if there were more publicity given. It was felt that older people in many instances also applied. Two or three aliens applied.

A great deal of discussion centered around dual citizenship when Question 6 on citizenship was discussed. Dr. Cary and Miss Findley told about the efforts that had been made on the part of the young Japanese in Honolulu to expatriate themselves long before the war, and especially just before the Japanese attacked Pearl Harbor. Members of the committee said nothing had been done as a group movement in the States about this matter. It was felt that perhaps the reason was that the Japanese lived in scattered communities and there was no real cohesion among their groups. There was a feeling that this group, because they had not paid any definite attention to dual citizenship, did not consider themselves in any way attached to Japan.

The question of transportation was brought up. Would the students have to pay their own fare or would the Government pay it? Dr. Cary said the Friends Society was working on this matter.

Several times it was brought out that we had not given out enough information nor enough publicity to reach all the people. When it was stated that block managers were supposed to announce it at the mess halls, members of the committee said that people do not listen to the block managers and the block managers in some instances do not like to make the announcements. Very few people read the bulletin board and fewer still see the bulletin put out by the press.

It was definite that we would have to get some students to leave for the fall semester if the morale of the young people were to be kept at a fairly high tempo. They were sure that the scholarships were to be based on selective basis, and many of the students had eliminated themselves by the fact that they did not fill out the questionnaires. This was because they had lost ambition for further education and were more or less marking time now.

Many felt they would be ineligible on the money basis. Others regretted the fact that their parents would have been able to have sent them to college had it not been for their removal to Poston. So they decided that from the financial standpoint it would be useless for them to apply. The idea was expressed that some of the parents might have money but the young people did not want to use this money due to the uncertainty of their lives and they would like

to get the scholarships. The amount of money necessary was evidently a big factor in their thinking.

Many times during the meeting the fact that the young people had lost faith and confidence in the Government was brought up. They cited an example as follows: What is the use of going into teaching? Will there be any chance to follow this profession when we get out?

A great deal of the discussion centered around the fact that the evacuation had taken on the color of a racial issue. They felt that almost anything could happen to them from now on. Although they are disillusioned, they feel that the future is an open future. The scales might tip for either good or for bad. If a few students could be placed, the morale of the camp would go up noticeably. At present it is at low ebb.

There is a definite need for drives to have people work. One of the members of the group stated he knew of 4 block managers who left their jobs because they considered them blind alley jobs and went into the field of agriculture, because what they learned there would be of definite value to them when they left Poston or after the war. They were willing to do any kind of hard work just so they were learning something.

There was a great deal of discussion about the payroll system. All who were present felt that the way the payroll was being handled was erroneous. The payroll should be the same for all concerned. The man who works in the fields needs the money as well as the professional man. The professional man gets his satisfaction through the prestige of his profession.

There was a definite feeling of dissatisfaction in the home when the children are getting more money than the parents. An example was cited where a recreational director, who some people felt sat around in a cool building and did not do anything but attend a few meetings, received \$16 a month whereas the father of that person would be working on the subjugation project and received only \$12. Of course it is all right where the children pool their resources, but this is not always the case. Where the children get more than the parents naturally the parents lose face and the children become independent and are about to break away from the home.

The matter of sickness was discussed. It was thought that the medical staff should be better equipped to carry on. They stated that Camp 2 had one doctor and one

chiropractor. At this point one of the men stated that a young baby had recently died in the Poston Hospital of dehydration. He stated that the administration had coolers in their dining room, but the hospital ward where the children were kept had no coolers. Evidently the administration believes in having a cool dining room and did not care about the conditions in the hospital. He went on to state that even though the child might not have and in all probability did not die of dehydration, nevertheless it was being said around camp that the child died of the heat and the comparison was being made that the hospital is over-heated and the administration dining room is cool.

One member of the staff spoke of the insufficient medical care and then one of the others spoke up and said he would like to defend the doctors because they are suffering an emotional strain as well as the rest of the Japanese. They did not want to come here and it was just as difficult for the doctors as it was for the people. He felt that the people were given the best service possible and if they would only stop to consider what the doctors had gone through they would realize how well the doctors were working and would have more charitable feelings for them.

Another young man expressed himself free on his feelings about coming into an evacuation area. He said that he could not believe that this had happened to him as the realization of what happened would dawn on him, he could not stand the sight of a white man. He hated him because of what had happened to him as an individual. He then told us how he came to Poston with only a small bit of baggage that he understood they were permitted to bring. After his arrival he was given a pamphlet which told how he could have stored his belongings with the federal agencies and how it would be shipped to him at a later date. This too was most disheartening and regarded the latter as nothing but a piece of paper. They closed their home and left it in the hands of a kind neighbor.

In speaking of the payroll he stated in his family there were 4 working. They planned to pool their money and save it for the time when they were to leave Poston so that they would have something with which to start their new life.

The article in the Los Angeles Times by Leland Ford which asked for the postponement of permitting students to leave relocation centers was discussed. They said that this was typical of Ford and urged that something be done to counteract his influence in Congress.

They were all of the same opinion that unless some students were permitted to leave, there would be a drop in the confidence that people had in the Government. Something must be done to restore their confidence. They have been told so many things that were not true. They have been given so many promises which were not carried out.

One man suggested that the pay issued should be on the Army rate. Those that are doing work similar to a private's should receive the same amount as the private. Those doing professional work should receive pay comparable to that of an Army officer.

The meeting was interesting and was well worth the time that was spent.

Adjourned 5 o'clock. Notes taken by Nell Findley

Minutes of Meeting with Mr. Thomas Bodine

May 31, 1943
8 o'clock P.M.

Those attending: Mr. Thomas Bodine, Field Director of Nat'l
Student Relocation Council

Dr. Walter Balderston
Mr. Ralph Drennen
Mr. Edward Nossoff
Mr. Peter Aoki
Miss Tomihiro
Miss Tee Mikami
Mrs. Kikuye Masuda

Presiding Chairman: Dr. Balderston

Place of meeting: Project Leave Office

The visit to the project of Mr. Thomas Bodine, Field Director of the National Student Relocation Council, served as an appropriate occasion for the calling of a meeting of those concerned with the functioning of the student relocation program here.

Dr. Balderston, as presiding chairman, introduced Mr. Bodine, who explained in detail the student relocation procedure and the functioning of the Council. Regarding the counselling set-up on the various projects, he pointed out the organization at Topaz as being one of the most outstanding. There the student relocation office functions in the Community Services Division, with the wife of a member of the appointed personnel serving at the head of it in a volunteer capacity, and two counsellors and two clerks working under her direction. At Amache the student relocation office is under the direction of the Superintendent of Education. At Minidoka it is a part of the leave office. At Gila, also, student relocation counselling is done in the leave section, with two separate offices for the two camps. Mr. Bodine reported that considerable financial assistance was forthcoming from various sources to promote the student relocation program, with many organizations increasing their financial aid this year.

Following Mr. Bodine's talk, there was a discussion on the student relocation program at Poston. The departure from the project of many of the members of the local student relocation council, the changes in the administrative set-up pertaining to leaves, the difficulties arising from the distances between the separate camps were among the factors pointed out which called for a reorganization of the student relocation counselling set-up here so that there would be more adequate counselling in each of

005. +

Education

Page 2

Minutes of Meeting with Mr. Thomas Bodine
May 31, 1943

the three camps. The matter of personnel and of office space were brought up as problems which needed to be solved in connection with any proposal for an enlarged counselling program. Dr. Balderston was unanimously chosen to take charge of revising the plan for student relocation counselling here.

The meeting adjourned.

Kikuye Masuda

Kikuye Masuda
Secretary

10/28/43
Minutes of the Poston Student
Relocation Council Meeting

November 28, 1943
10:00 o'clock A.M.

Those attending: Miss Nell Findley
Dr. Walter Balderston
Dr. William Takahashi
Mr. Masumi Toyotome
Mr. Bob Sakai
Mr. Tom Sasaki
Miss Kikue Takata
Miss Fusako Kodani
Dr. Harry Kita
Mrs. Marian Brown Reith (Regional Sec'y of Student
Christian Movement)
Mrs. Kikuye Masuda

Presiding Chairman: Dr. William Takahashi

Place of Meeting: Miss Findley's Office

Business:

Mrs. Masuda was called upon for a report on the 35 students relocated from Poston. She also read a report from the San Francisco office of the Nat'l Student Relocation Council, giving statistics on the work they had accomplished during the past summer and fall.

Miss Findley, who was recently in San Francisco and called upon the office of the Nat'l Student Relocation Council, reported on her visit there. She was told that Poston was better organized for student counselling than many of the other projects. Miss Findley suggested that the committee members write letters to the relocated students, showing interest in them, giving them encouragement, and stressing their individual responsibilities as representatives of a misunderstood group. She also suggested that letters be written to all the presidents of colleges where Poston students have been relocated, expressing our appreciation to them.

With regard to counselling on schools, Dr. Takahashi suggested making a classification of the schools on the approved list.

It was proposed that Mrs. Masuda occasionally go to Camps 2 and 3 to hold consultation with students.

A discussion was held as to whether there should be held a mass meeting of all students interested in student relocation. The matter was left for future decision.

The meeting was adjourned.

005.4
Education
Kikuye Masuda
Kikuye Masuda
Secretary

COLORADO RIVER WAR RELOCATION PROJECT

POSTON, ARIZONA

December 16, 1948

Dr. John W. Nason
National Chairman
National Japanese American Student
Relocation Council
1201 Chestnut Street
Philadelphia, Pennsylvania

Dear Dr. Nason:

The Student Relocation Council of the Colorado River War Relocation Project at Poston, Arizona, wishes to express its thanks for the splendid, unselfish efforts of the home council in making possible the relocation of our students. The results of the past semester have far exceeded our highest expectations.

Frequent visits by your members to our center have served as spiritual reenforcement to us and have proven to us the strength and indispensable value of men of good will. We have been overwhelmed by your example and have in our own way tried to transmit your spirit to the outgoing students. Our share of good will messengers to the American public at large must not fail us.

We are convinced as are you that our peculiar and conspicuous racial status must be thrown on the side of Peace, and that we share the responsibility of blazing the way toward the establishment of a just and durable peace.

Sincerely yours,

William M. Takahashi, Chairman
POSTON STUDENT RELOCATION COUNCIL

WNT:km

612.11

Minutes of the Poston Student
Relocation Council Meeting

December 18, 1943
7:15 o'clock P.M.

Those attending: Miss Nell Findley
Dr. Walter Balderston
Dr. William Takahashi
Miss Frances Cushman
Miss Tee Mikami
Mr. Masumi Toyotome
Mr. Bob Sakai
Mr. Tom Sasaki
Miss Kikue Takata
Mr. George Takaoka
Mrs. Kikuye Masuda

Presiding Chairman: Dr. William Takahashi

Place of Meeting: Dr. Powell's Office

Business:

- I. Proposal to have mass meeting of students was adopted, upon motion by Miss Cushman, seconded by Miss Mikami. The following suggestions were made in connection with this proposal:
 - A. Each camp should have separate meeting and make own arrangements
 - B. Program: Work of the Nat'l Student Relocation Council and recent statistics on student placement
Discussion of approved schools
Leave procedure
Discussion of such matters as WRA policy regarding student relocation; possibilities of War Department's taking over many of the schools, etc.
Dr. Balderston, Miss Findley, Dr. Takahashi, and Mrs. Masuda to be speakers
- II. Discussion of Future Program and Procedure of Counselling
 - A. It was the opinion of the group that any student organization should be apart from the student relocation program.
 - B. Each camp should increase its advisory council and designate its headquarters. Present representatives from each of the camps should be responsible for adding new members to their group. Council members need not necessarily be college graduates but should be selected on the basis of their interest. The

005.4
Education

Page 2

Minutes of the Poston Student Relocation Council Meeting
December 18, 1943

headquarters for Camps 2 and 3 were designated as follows:

Camp 2 - Miss Takata - School Office, Block 210 (mornings)
Camp 3 - George Takaoka - School Office, 324-8-B

- C. Forms, list of approved schools, and clarification of trends and policies in student relocation should be forwarded to each camp headquarter.
- D. The aid of members of Poston's school faculty should be enlisted in determining the adequacy of the schools on the approved list.

III. Letters to Relocated Students

As stressed previously, council members were urged to write to relocated students, evincing interest in them. Dr. Takahashi suggested personal, chatty type of letters, with only incidental reference to students' responsibilities to the group.

Dr. Takahashi read the letter he recently wrote to Dr. Nason, National Chairman of the Student Relocation Council. A copy of the letter is attached herewith.

IV. Publicity

The consensus of opinion was that student relocation should be given more publicity. It was pointed out that the proposed student meetings would constitute some publicity.

V. Council Meetings

It was decided that the Council meet once a month if possible.

The meeting adjourned.

Kikuye Masuda
Kikuye Masuda
Secretary

HOW TO APPLY FOR STUDENT RELOCATION

REQUIRED FORMS (Obtainable at Leave Office in each Unit):

4 copies National Student Relocation Council's Questionnaire
2 copies Form WRA-130 (application for indefinite leave)

If you are under 17 years of age or have reached the age of 17 since time of mass registration and have not filed leave clearance papers before:

4 copies Form 304-A
4 copies Form 126-a
Statement of parental consent if under 17

FINANCIAL EVIDENCE:

You must submit evidence that you have sufficient financial resources to pay travel costs, college fees, and living expenses for at least one term or preferably for one year.

a. If you have money on deposit in your own name at a bank, write to your bank requesting the latter to send to the National Student Relocation Council, 1201 Chestnut St., Philadelphia, Pa., a certification of the balance to your credit.

b. If either a parent, relative, or friend is to be financially responsible, have that person write to his bank requesting that a certification of the balance to his credit be sent to the National Student Relocation Council. Also, obtain from that person a signed statement expressing his intention to provide you with the funds necessary to continue your education, and attach that statement to your application.

c. If funds are in the form of cash, bonds, or traveler's checks, the amount may be shown to someone in authority on the Project who will certify on official stationery that he has seen the funds.

d. If financial resources consist of an income from property, obtain a statement from the tenant or person who is paying that income to you (or to your parent, relative or friend), or a statement from a bank or trustee describing the income and terms of the lease. (Something to show that the income is fairly certain.)

e. If you have a job, or a place to room or board free of charge, or a scholarship, or some other supplement to your financial resources, please submit a letter or statement from the person offering it to you.

f. If your resources are inadequate, the National Student Relocation Council may be able to assist you by asking the college for a tuition scholarship or a work opportunity, or by allocating money from the limited funds at its disposal. In any event, the Council must first know the absolute limit of your own resources which you can apply toward financing your own education.

STUDENT RELOCATION

SUGGESTIONS FOR FILLING IN QUESTIONNAIRE:

If possible, name at least three or four school preferences from the list of approved schools. This list is available at the school office in each unit and at the Project Leave Office.

If you do not have any clear preferences as to schools, the National Student Relocation Council will help you select a school. You may make a statement such as: "Any liberal arts college having an adequate department of sociology, preferably in the Mid-West."

Inasmuch as the list of approved schools is subject to change, quotas fill rapidly, community sentiments change, Army air corps move in and fill up dormitory space, etc., students are requested by the National Student Relocation Council not to write directly and promiscuously to a number of schools, but to allow the Council to act as agent in securing an acceptance at a school.

Students of Poston High School are requested to take their forms, after they have been filled out to the school office. Three transcripts and teachers recommendations will be attached to the forms when they are returned to the leave office by the school. Other students may also avail themselves of counselling service at the school office or they may consult the Student Relocation Counselor at the Project Leave Office.

INSTRUCTIONS AND SUGGESTIONS FOR FILLING IN FORM 130:

Item 3: Inasmuch as Form 130 is in most cases filed before the student has received official acceptance from a definite school, this item should be filled in as follows: "A school approved by the W.R.A."

Item 5: Indicate same amount as shown on the Questionnaire. If the student at the time the form is filled is not certain of the amount, he may write, "Will submit this information later through the National Student Relocation Council." In any event, the evidence of the cash should be filed with the National Student Relocation Council.

Item 6: If student is depending upon scholarship aid or part-time work confirmation of which has not been received at time the form is filled student may write: "Will submit this information later through the National Student Relocation Council."

Note: When Form 130 is received by the Washington office of the W.R.A. it will not be approved or disapproved until a report from the National Student Relocation Council has been received.

STATEMENT OF PARENTAL CONSENT

(Required if under 17 years of age)

Date _____

TO WHOM IT MAY CONCERN:

This is to certify that our son
daughter

_____ has our consent to
leave the Colorado River War Relocation Project if
granted indefinite leave to continue her education
his
at a school approved by the War Relocation Authority.

(2455)

Date _____

TO WHOM IT MAY CONCERN:

This is to certify that I shall provide

_____ with funds amounting to
_____ dollars to continue her
his

education.

(2455)

REQUEST FOR EVIDENCE AS TO BANK ACCOUNT

TO: _____
(Name of Bank)

(Street Address of Bank)

(City and State)

Gentlemen:

Will you please send to the National Student Relocation Council, 1201 Chestnut Street, Philadelphia, Pa., a certification of the balance to the credit of _____
(Name of Acc't)

at the close of business on the last business day preceding the receipt of this request.

Please indicate on the certification that it is being sent for the file of _____
(Name of student whom the Certification is to benefit)

Thank you.

(Signature of the owner of the Acc't)

(Address)
