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Student Relocation Committee
Executive Committee Meeting
April 15, 1942

*Agenda
4/15*

AGENDA

- I. Report of Work Done and Present Evacuation Status.
- II. Office Location
- III.
- III. Letter-Head
- IV. University Proposal: our relation to same
 1. Outline Plan
 2. Comments on Plan (Feasibility; middle alternative;)
 3. What about use of our comments? show from Northwest
 4. What functions are taken from us, what left?
 5. Should we approach the Government about anything?
- V. Eastern Committees:
 1. Snavely
 2. A.F.S.G.
 3. American Council on Education
 4. U.S. Office of Education
 5. Our relation to these groups
 6. Our relation to Eastern colleges while other group is forming ~~and home seeking.~~
- VI. Our function in Mid-West morals building:
 1. Direction in East or here
 2. Mid-West Conferences.
 3. Letters seeking homes from friends, etc.
- VII. Work on Credit for Spring study (also teacher credentials)
- VIII. Questionnaire Distribution:
 1. To Government
 2. To all Junior Colleges.
- IX. Miscograph
 1. Statement of Purpose and Plans
 2. General information for wide-scale educational distribution
- X. Meeting time
- XI. Additional Committee Members:
(Griffin, Freeborn, Belquist, Ade)
- XII. Individual Cases
 1. Students living out of bounds
 2. Students who can go now
- XIII. Secure information on colleges in East for inquirers.

STUDENT RELOCATION COMMITTEE
Meeting at Berkeley, California, May 13

*Continued
under FSC
leadership
put out
propaganda?
Duplicate*

Those present: Harry Kingman, Leila Anderson, Dr. Chitoshi Yanaga, Lillie Margaret Sherman, Dean Alice Hoyt, Dr. Dorothy Thomas, Marian Reith, Joe Conard, Margret Campbell, Mr. Roy Nash (Project Director at Manzanar, under W.R.A.), Dr. Harold Jacoby (Chief of Internal Security at Tule Lake Resettlement Project, under W.R.A.)

There was a brief discussion of plans for Resettlement Centers. The Manzanar camp has just been changed from a Reception Center, under the W.C.C.A., to a Resettlement Center, under the W.R.A. Mr. Nash, formerly with the Indian Service, is to be the director at Manzanar. Thus far five resettlement centers have been named; the sites, with their capacity and preliminary work projects, are as follows:

1. Manzanar in Owens Valley, California, 10,000; guayule plantations, small industries, public works.
2. Parker in Southwestern Arizona, 20,000; irrigation projects, production of subsistence food crops.
3. Gila river in Southern Arizona, 10,000; irrigation projects, production of alfalfa, vegetables, specialty crops.
4. Tule lake in Northern California, 10,000; potatoes, field peas, small grains, forest products, canning and dehydrating plants.
5. Minidoka in Southern Idaho, 10,000; irrigation projections, sugar beets, potatoes, beans and onions.

N
No more persons of Japanese ancestry can leave military zones 1A and 1B, and no special permissions will be granted, except in exceptional emergency cases by Gen. DeWitt himself. This means that everyone will go to assembly centers and that student relocation is no longer possible until permission is given for them to leave assembly centers. That this permission will eventually be given seems most probably, since the War Relocation Authority has just appointed Mr. Clarence Pickett of the American Friends Service Committee to be responsible for the national organization of student relocation work. (This responsibility was accepted on May 7.) The committee which Mr. Pickett heads includes Mr. Studebaker, Mr. Zooker (American Council of Education) and ten college presidents, among them Sproul, Wilbur, Sieg, and Aydelotte. It is not yet clear to us whether it is Mr. Pickett, as head of this committee, or the American Friends Service Committee as an organization which has the final responsibility.

At the last meeting, Mr. Conard had been asked to write to Mr. Pickett, asking about the plans of the new committee for this work, and what we might expect our relationship to it to be. It was hoped that an answer might be received in time for us to wire our reaction to the New York section of our Student Relocation Committee for their meeting on Monday, May 11. Mr. Reed Carey answered for Mr. Pickett, saying they were anxious to have all existing groups continue, and hope to set up a plan fully to utilize these groups. Mrs. Reith reported that Dr. Mendehall had also written the American Friends Service Committee, giving them a graphic picture of our correlating function, and it was his impression that they would seek in every way to cooperate with the Student Relocation Committee. The committee agreed to express its appreciation to Mr. Pickett and the Friends Service Committee for taking on this responsibility, and to convey to other groups which have been cooperating with us our confidence in the new committee. We ourselves had not sought to be the agency to secure this assignment from the government, feeling that it needed a strong national committee with far more financial backing than that of the present Student Relocation Committee. We had agreed to back the proposals of President Sproul and the Western Colleges Association for a government committee. Failing this, the committee felt that the new arrangement was the most satisfactory substitute available.

There was a discussion of our future role under the new set-up. If we should continue as a West Coast agent (or even if we do not continue beyond the end of May), we would want to furnish the American Friends Service Committee with suggestions of policy from our own experience, statistics on the dimension of the problem, and keep them informed of the West Coast developments. Also, it would be very valuable for them to have our information about students. In this regard, it was decided that we should ask them immediately if they wished us to continue our work in trying to get questionnaires filled out by all students. It seemed to us that it would be much more helpful to have this completed by the group which started it. In order

to finish the circulation of the questionnaires, we might distribute them to all whom the government questionnaires (filled out upon entrance to the camps) show to be eligible, or if this is not possible, announce in the camp newspapers that questionnaires are available at some center in the camp. (This latter procedure was thought much less desirable, as the publicity about it might arouse too many hopes.) Also, it was decided that if they felt it wise, we might continue our effort to get more thorough information about students who wish to go by doing some personal interviewing in the assembly centers, in addition to asking for recommendations from references listed, as we are now doing. Nearly all the students will want to go on, if only to get out of the camps, but there is a great difference in students, in their emotional maturity, real academic ability, and so on. The number that can be helped will be limited, therefore we need carefully to choose those to be sent first. Miss Hoyt said that she had thought of talking to U.C. students at Tanforan Assembly Center, but would be willing to do it for any students there, under the Student Relocation Committee if we wanted her to do that. The committee felt that it would be wise to have interviewing done by experienced personnel people, such as Miss Hoyt. Mr. Nash pointed out that if any of this were to be attempted, ~~it~~ would have to come within the next two months, before the people in the assembly centers are scattered to remote and inaccessible resettlement camps. Mr. Conard was asked to express the urgency of this task in the letter to Mr. Pickett asking whether we should do it. Mr. Nash recommended that if we secured authorization from Mr. Pickett ~~that~~ we should see Mr. Nicholson, in charge of all assembly centers, about securing information from the government, ^{and} permission to circulate questionnaires and to hold ~~personal~~ interviews in camps. (Visits to camps, at least to ~~held~~ reception rooms at the entrance, are already allowed.) If this works out, we will suggest to the Southern California and Pacific Northwest sections that they follow a similar procedure. Personal interviewing is quite an undertaking, since there are 15 or 20 assembly centers.

It was reported that several students had made arrangements, or had good

possibilities, of attending some colleges on the Eastern seaboard, among them Smith, Wellesley, and Howard University, and the question was raised as to whether it was wise to have them go there. So far, there have been no orders to prevent Nisei from going to the Eastern Coast, although it has been declared a military zone. Miss Hoyt felt that the long period of uncertainty before final evacuation had been very hard on the morale and stability of students, and that if there would be much uncertainty about whether they would or would not be allowed to remain in Eastern colleges, this continued insecurity would be very harmful. Mr. Conard was asked to write to Washington, to find out what they would advise students to do. They probably cannot themselves say definitely "yes" or "no", as it would depend upon developments. It was decided that if the uncertainty continues, we should not advise students to go East, but concentrate on good Mid-Western colleges. Practically speaking, this means principally the states from the Rockies to Ohio, omitting the Gulf and Great Lakes Regions, since these latter two are also important military areas.

In planning work up until the end of May, it was agreed that in addition to the completion of students questionnaires, and the collection of recommendations on students and the personal interviews (provided Clarence Pickett wanted us to continue these), the committee would complete and send out the information that is now being prepared for our contacts in colleges and college communities. (Many colleges will close soon, so this must be done immediately, and does not allow time for a new eastern committee to prepare.) Also we would work on material for summer conferences. Work beyond June 1 would depend upon three factors: first, the desires of Mr. Pickett's committee and the New York section of the Student Relocation Committee (which Marian Reith could determine by conferences on her trip East in the next two weeks); second, continued financial backing; third, whether Joe Conard could continue as executive secretary. (In regard to this third factor, the committee felt that it would be very difficult to have another person take over now as executive, the Association secretaries at Berkeley will be on vacation in June, and there is

no national staff person for the Student Y.M.C.A. in the region now. Mr. Kingman reported that his conferences with Mr. James and Dr. Leavens had indicated that they were sympathetic to our need for Mr. Conard's time, and felt it possible that he could at least have time to direct the Student Relocation Committee work, if he had an assistant for the month of June, when he needed to give some work to the ~~International~~ Institute of International Relations at Mills.)

The discussion of preparing ~~study~~ study material for summer conferences reopened the question of whether it was the function of the Student Relocation Committee to send out educational or propaganda material. It was recognized that some group needed to do this, that it was certainly in accordance with the purposes of the YWCA and YMCA, who have thus far financed the Student Relocation Committee, and that much of the willingness of colleges and communities to receive students would depend upon how well educated they were about the problem and what the state of public opinion in the community was. On the other hand, members of the committee from the faculty or university administration felt that it was absolutely necessary for the Student Relocation Committee as such to maintain complete objectivity in order to carry out the purpose for which it was originally organized, that of placing students; to go beyond the furnishing of facts about students and the conditions under which they could be relocated into the sending out of ~~facts about students and the conditions under which they could be~~ material dealing with the probably loyalty of the groups in general, social and economic implications of evacuation, civil rights involved, ~~and~~ future resettlement, etc., was jeopardizing the main task of the committee; furthermore, it was not something which they as college faculty or administrators could have a part in doing (although they might personally be in favor of it). If the Student Relocation Committee should send out such material under its name, other than the one release now being prepared, they would have to withdraw from the committee, and felt it likely that like committee members in the Northwest and Southern California sections of the committee would ~~probably~~ have to withdraw also. There are three possible

alternatives:

1. ~~To~~ continue the task of placing students, ^{and} send out only information immediately connected with the students involved (this, of course, depending upon a plan for cooperation with Mr. Pickett and committee.)
2. To leave the function of student relocation entirely ~~the~~ ^{to} Mr. Pickett, disband this committee, and reorganize a new committee for carrying out educational functions. (If this ^{were} done, present faculty members expressed a willingness to continue helping by cooperating with Mr. Pickett's ~~committee~~ if needed.)
3. To continue the Student Relocation Committee, under the conditions of No. 1, above, and to have "propaganda" material sent out under the name of the Associations, or under the name of a new committee. Mr. Conard possibly still could help in the preparation of this study material, since he is actually giving now much overtime work to the Student Relocation Committee.

No decision between these alternatives need be made immediately, since the work for the rest of May is pretty well planned anyway, since we don't know whether we will ~~continue~~ continue beyond that time, and since we will be more clear as to future needs after Mrs. Reith has had consultations in the East. However, it was thought advisable, pending decision, to send out any material prepared ^{especially} for summer conferences under the name of the Regional Office.

It was suggested that the statement which the Executive Committee of the A.S.U.C. sent to state governors might be helpful to include in one of our releases.

The committee touched on the problem of an office for the Student Relocation Committee from May 22 - June 22, when the Y.W.C.A. building will be closed. It will possibly be moved to the YMCA, but no decision was reached.

MINUTES

STUDENT RELOCATION COMMITTEE

*1/2 x w
rel. with
Army &
NRH*

*Minutes
Jagla*

Wednesday, June 3, 1942

Monroe

Those present were Joe Conard, presiding, Dr. & Mrs./Deutsch, Miss Alice Hoyt, Miss Annie Clo Watson, Dr. Chitoshi Yanaga, Calvin Cope, Dr. Alfred Fisk, Mrs. Ruth Kingman, Miss Alice James, Miss Lillie Margaret Sherman, Al Stone, Miss Leila Anderson, and Dr. Dorothy Thomas.

I. Report by Conard of Meeting in Chicago.

Milton Eisenhower was ill, and not able to attend, but he was represented by John Province. ~~represented him~~

Two conferences developed. There was one the first day, and the next day there was a meeting of Church Association groups. Among those representing the college heads were Aydelotte, ^{Markbell} Nason, Hedrick. Others present were Dawber, Colvin, Rowland, Robert O'Brien of ^{W Personnel} Association, and Marian Reith.

Robbins Barstow, president of the Hartford Theological Seminary is to be the Secretary of the new student relocation set-up. John Province is the Director of Community Service for the War Relocation Authority, and is very good. Bess Goodykoontz, of the Office of Education is also very good. Mike Masaoka was there for both meetings; Miss ^{Schaffer} ~~Schafer~~ from the A.F.S.C. was present. ~~Asst~~ Assistant Secretary of War, John H. McCloy ^{is} set a letter from the War Department at Pickett's request, expressing approval of the formation of the Student Relocation Committee and its purpose.

There are ~~three~~ ⁴ types of furloughs being dismissed: ^{Wishes} short term, educational, & permanent, for jobs. (Digression - Miss Watson asked about people outside having to support relatives in camps, and the problem of easy access to camps on part of the Committee. The latter is to be worked out)

Had to educate ^{some of} the Committee on the problem, first. The Attitude of the Committee is very favorable toward going on. 1000 to 1500 to be aimed at as the number to go on. It is hoped that /All who really want to go on will be able to.

Most of what came out of the meeting were suggestions: ~~to~~ the governing group

should be called the National Relocation Council; it should bring in additional groups to the American Friends Service Committee.

II. There will be geographical divisions of labor.

The Western group will be responsible primarily for work on the West Coast. The A.F.S.C. has guaranteed administrative expenses.

The following are jobs to be done, especially by the Western group: 1. Must distribute an adequate questionnaire, - new ones. 2. Find out which have already made arrangements which could be acted on immediately. Try to get permits for them. 3. Have interview with everyone who should be considered for transfer. Interviews to be made by trained people only. 4. Send out letters for references and secure transcripts. (By this time, Eastern Colleges will have been canvassed. Eastern representative will come west). We will need an effective scholarship committee. We will have to fit students to the colleges. How do we know for what students should prepare? They should prepare for the thing they hope to do, Otherwise they may never have a chance to do it, as in the case of the negroes. People ~~make~~ working with students on this should be equipped to give ~~re~~ vocational advice, but "follow student's lead and not take responsibility from them." 5. Mechanics of certification from the government. What is the best method? The War Relocation Authority ^{may} ~~would~~ be ~~will~~ ready to move students within ~~th~~ ^{or 2} a week ¹ but the problem is in dealing with the War Civil Control Administration. This group is not in favor of hearing boards, but we need to preserve proper recognition of American citizenship. This Committee feels that the War Relocation Authority should issue permits on its own discretion and let that be sufficient, and we oppose activity by the Army or the F.B.I.

6. Correspondence courses should be encouraged at present until students can enter colleges in the fall. Compensation is necessary.

Functions of the Committee outside the West: 1. Open colleges. 2. Find foundations which will contribute. 3. Secure waivers of tuition (that of million dollars including tuition groups). 4. Board & room jobs. 5. Follow-up of students. 6. General oversight. Province accepted Conar's idea that we shall think in terms of Japanese and not just of citizens. The question of citizenship would come up at time of certification

III QUESTION ABOUT EAST COAST COLLEGES

People at Chicago talked in terms of students going to East Coast, although Province will have to determine final word. Smith encouraged by the Department of Justice to accept students. Haverford is accepting students. We must await general answer on this.

&

IV Conard asked if these set-up for work/suggestions were acceptable to the Committee members. The Committee agreed they are. They felt it was a hopeful factor in the whole situation. From

From this time on, we don't encourage students to make their own contacts with the colleges in order to avoid confusion. If the students write the colleges, then the colleges can write back to this committee. Colleges should receive letter from this Committee asking to clear with them/ when students make approaches.

V Some Further Questions:

Re Staff & General Committee set-up:

A. Staff 1. Tom Bodin and Calvin Cope are suggested to carry responsibility in June while Conard carries Institute work. 2. O'Brien could continue to carry responsibility in Northwest with help of one secretary. 3. Odgers, in Portland with one Secretary. 4. Conard with 2 men and one or 2 secretaries here. 5. Reith with a secretary.

Conard asked by Committee to select a small committee & assist him in selecting workers.

B. Organizational suggestions. 1. West Coast Executive Committee of 10. 2. General Council - primarily sponsors. 3. 3 Local Committees to work on local problems.

C. Question discussed as to who should be members of the Council and the West Coast Executive Committee. Conard will send proposed list of Executive Committee to this group for comment.

the Committee thinks it unnecessary to write others than names given as references by students. Some advise securing information from one administrative officer of University instead of writing to several references for letters. Others say letters of reference very important.

T 2.12
~~Mrs. Lucy Adams~~
Dyble
File
PROGRESS
REPORTS

STUDENT RELOCATION COMMITTEE
WEST COAST AREA

June 6, 1942

CONFIDENTIAL REPORT ON ACTIVITIES MAY 30 TO JUNE 6, 1942

** Important
Further details of handling
student interviews, etc.*

I Activities Since May 30

A. En Route, Chicago to San Francisco.

Robert O'Brien, Marjorie Schauffler and Joseph Conard spent two full days of conference together on the train between Chicago and Spokane. They outlined proposals for action and for committee organization on the West Coast in a good deal of detail.

B. Seattle

During a period of four hours between trains in Seattle Mr. Conard and Mr. O'Brien met with the Washington Committee of the Student Relocation Committee which included primarily representatives from Seattle but also Dr. Register of the College of Puget Sound. Practically all of the Washington students of Japanese ancestry come from these two places. The committee which met included university people, the secretaries of the student Y.M.C.A. and Y.W.C.A., representatives of the American Friends Service Committee and other groups. The secretary of the Northwest Personnel Association was present as well as Robert O'Brien himself, who chaired the meeting and who is Chairman of the committee for student relocation appointed by the Northwest Personnel Association, an organization representing the colleges of Washington, Oregon, and Idaho.

This was a good meeting in which approval was expressed of the outlines developed at Chicago and of the general ideas which Robert O'Brien, Marjorie Schauffler and Joseph Conard had discussed on the train. It was absolutely clear that there must be an office secretary in Seattle, but the proposals drawn up on the train allocated only \$125 for secretarial help in the Pacific Northwest. Since it seemed desirable to have a secretary both in Portland and in Seattle the committee endeavored to find a Seattle secretary who would receive half-time pay and who was able to give the rest of her time as a volunteer. In this way for \$62.50 per month Seattle will now have a full time office secretary. The girl has now been appointed and has begun work. It is hoped that similar arrangements may be made in Portland. It is not clear how long the Portland secretary will be needed but the Seattle girl would have to work at least three months.

C. Portland.

During a period of four or five hours between trains in Portland, Mrs. Schauffler and Joseph Conard met with the Portland Committee of the Student Relocation Committee which works with and under Mr. O'Brien's committee for the entire Pacific Northwest. This committee had been called by wire on such short notice that only two persons officially members of it were present, namely Dean George Odgers of Multnomah Junior College, Chairman, and Dean Karl Onthank of the University of Oregon who came up from Eugene. Don Fessler of the American Friends Service Committee was also there.

Both Onthank and Odgers are exceedingly able men and decidedly interested in Student Relocation. They approved the outline of work as proposed by the conferences, and Robert O'Brien will be meeting with them very shortly to continue efforts in the direction of finding a secretary and carrying on our work in the Portland Assembly Center.

It may be said that there are only two assembly centers in the Pacific Northwest, one at Puyallup with a theoretical population of 7,350, and one at Portland, with theoretical population of 3,800. I do not know how accurate these statistics are.

D. Northern California.

Immediately upon arrival in Berkeley, Joseph Conard met with the Northern California Committee. Those present included: Dr. Monroe Deutsch, Vice President and Provost of the University of California; Annie Clo Watson, Director of the International Institute, San Francisco; Dr. Chitoshi Yanaga of the University of California; Calvin Cope, formerly principal of the Hanford Union Evening School, now an assistant secretary in the Student Relocation Committee office; Alfred Fisk of San Francisco State College; Mrs. Harry Kingman, representing Mr. Kingman, who was ill; Alice James and Al Stone, students, Leila Anderson and Lily Margaret Sherman, of the student Y.W.C.A. in Berkeley; Mrs. Dorothy Thomas, Professor of Sociology, Giannini Foundation.

This committee went over the outline of proposals made at Chicago and those developed in the train by Mrs. Schaufler, Mr. O'Brien and Joseph Conard. It heartily approved the recommendations made, though it expressed distinct concern about the Chicago-proposed basis for government certification of evacuees. (See page 12 below).

E. Miscellaneous.

Joseph Conard had an excellent and long meeting with Mrs. Lucy Adams, who is in charge of education for the War Relocation Authority on the West Coast. Her attitude, knowledge and experience are excellent, Mrs. Adams went over all proposals and plans for next steps in great detail. The following outlines and committees and the attached questionnaires all include her suggestions.

Mrs. Adams introduced Joseph Conard to Mr. Fryer, Regional Director of the War Relocation Authority, who was eager to hear of the Chicago meeting, and gave an interview, making a number of helpful suggestions for procedure.

At the motion of the Northern California Student Relocation Committee both Mrs. Adams and Mr. Fryer were invited to serve as consultants on the West Coast Executive Committee, just as Miss Goodykoontz, Mr. Provinse, and one or two more have been suggested as consultants on the National Council. Both Mrs. Adams and Mr. Fryer said they would be glad to serve in this capacity. We shall also ask Mr. Coverly, the Regional Director of Community Service and Colonel Karl Bendetson of the Wartime Civilian Control Administration to serve in this way.

A sub-committee on personnel including Dean Hoyt, Harry and Ruth Kingman, and Dr. Yanaga, after investigations, decided to employ Calvin Cope as an office assistant and to ask whether Friends would be willing for Tom Bodine to come down from Seattle at least for the month of June. The committee is not clear what staff will be necessary after July 8, but until there is clearly need for two office assistants, particularly because of Mr. Conard's obligations to work for the Institute of International Relations.

On June 6 Harry Kingman and Joseph Conard had an excellent meeting with Dr. Deutsch concerning the detailed procedure for West Coast organization.

I I Proposed Organization for the Pacific Coast.

A. Coast-wide Committees.

1. It is suggested that there should be a coast-wide "Student Relocation Council" somewhat parallel to the National Student Relocation Council. This would include the names of eminent persons who are interested in this program, who can help in their own areas of work, and who will make suggestions concerning policy, as in the case of the National Council. It is quite possible that a general meeting of this group would not be held.

We should like to recommend the following personnel for this Council:

Chairman: Sproul, President Robert Gordon, University of California.

Anderson, Leila. Student Y.W.C.A. Secretary, University of California
One of the most active workers. Excellent contacts with university people.

Bird, President Remsen, Occidental College.

Was last year President National Association of Colleges; profoundly interested in Japanese Relocation.

Catholic: Representative of a Major Catholic college or university.

(Suggested: Father Daun, University of San Francisco; Father Rudolph, Santa Clara University.)

Chambers, Dr. Othniel. Professor of Psychology, Oregon State College, Corvallis, Oregon. Excellent man, member of Pacific Northwest Committee Student Relocation Committee.

Cranston, Earl. Professor, Redlands University.

Deutsch, Provost Monroe E., University of California, Berkeley.

Profoundly interested in Student Relocation; very cooperative member of West Coast Committee Student Relocation Committee.

Has done much excellent work in this connection and with U.C.

Dexter, Dr. Walter. State Superintendent of Education.

Douglas, Dr. Aubrey. Assistant Superintendent of Public Instruction, California State Department of Education.

Edwards, Paul. Associate Editor, San Francisco News.

Fisher, Galen M. Executive Secretary, Committee on National Defense and Fair Play; Counselor on research Institute of Pacific Relations; member of central committee of Federal Council of Churches' Committee on Japanese Relocation,

Fitts, Dr. Charles. Pomona College, Claremont, California; Secretary of Western College Association. Good man, very cooperative.

Hedrick, Provost Earl, University of California at Los Angeles.

Chairman of Western College Ass'n Committee on student relocation.

Heineman, Irene Taylor. Member of A.A.U.U.; Assistant Superintendent of Education in California.

Henely, David. American Friends Service Committee, West Coast Branch.

Holland, President Ernest O. State College of Washington. Has

Taken 30 evacuated students already; State College of Washington now in free area.

Homan, Walter. Dean of San Francisco State College, San Francisco, California.

- Kingman, Harry L. Student Y.M.C.A. Secretary, University of California. One of the most active members of West Coast Student Relocation Committee, Treasurer of same. Excellent contacts with University people.
- Knoles, President Tully C. College of the Pacific.
- Masoaka, Mike. Executive Secretary, Japanese-American Citizens League.
- Mendenhall, President W.O. Whittier College; Chairman, Southern California Committee of Student Relocation Committee.
- Newton, Elsie. Director, International Institute, Los Angeles.
- O'Brien, Robert. Assistant Dean, University of Washington, Seattle; Chairman, Pacific Northwest Area Student Relocation Committee; Chairman of committee for same purpose established by Northwest Personnel Association.
- Odgers, Dean George. Multnomah Junior College, Chairman, Portland Committee on Student Relocation.
- Onthank, Dean Karl. University of Oregon, Eugene.
Excellent man, member of Executive Committee, Student Relocation Council.
- Regester, John. Dean of Students, College of Puget Sound, Tacoma, Washington. Excellent man, member of Northwest Area Committee, Student Relocation Committee.
- Reinhardt, President Aurelia Henry. Mills College.
Long and profound interest in all racial minorities and in International Friendship. Very deep interest in Student Relocation.
- Reith, Marian Brown. National Secretary Student Y.W.C.A. Southwest region. The most active worker on the program in Southern California serving as Executive Secretary in that area for the Student Relocation Committee.
- Rowel, Chester. Editor, San Francisco Chronicle..
- Shibutanni, Tom. Evacuated student; special research on evacuation problems.
- Sieg, President Lee Paul. University of Washington, Seattle.
Has given wonderful support to Student Relocation work, directly and through Robert O'Brien.
- Smith, Frank Herron....or other member of Protestant Committee for Japanese Relocation set up by Federal Council of Churches.
Southern California. Some representative from the University of.
- Tyler, Dean Harry E. Sacramento Junior College, Sacramento, California.
Exceedingly good man with great interest in the problem; Sacramento Junior College has more Japanese students than any other California College except University of California at Berkeley.
- Watson, Annie Clo. Director International Institute, San Francisco.
- Wilbur, President Ray Lyman. Stanford University. Very definitely interested in Student Relocation.
- Woodbury, M.D. Student Y.M.C.A. Secretary, University of Washington, Seattle.

Space for Subsequent Suggestions:

2. As in the National Organization, so in the West Coast Area we propose that there be established under the Student Relocation Council described above an Executive Committee. This committee would be responsible for the general program and policies on the West Coast. It may or may not often meet, but all suggested activities will be submitted by mail to members of the committee for their comments and approval. Whenever Area Committees (described below) suggest a program or policy applying to the entire West Coast ^{there} proposals will be taken up with the executive committee members. Personnel for the Executive Committee as now suggested would include the following (we are anxious to have the additions and suggestions which may occur to those receiving this letter):

Chairman: Deutsch, Provost Monroe E.

It would be logical that President Sproul might serve as chairman of both the Council and the Executive Committee for the West Coast Area. His time ~~is~~ so severely limited that we suggest it may be more practical for Dr. Deutsch to serve as chairman of the Executive Committee

Members:

Anderson, Leila	Kingman, Harry L.	Onthank, Dean Karl
Bird, President Remsen	Mendenhall, President W.O.	Reith, Marian B.
Dexter, Dr. Walter	O'Brien, Robert	Smith, Frank H.
Douglas, Dr. Aubrey	Odgers, Dean George	Tyler, Dean H.E.

and

Baker, Mary. Dean of Women, Fresno State College, Fresno, California. Catholic. Some representative of a major Catholic college or university.

Hoyt, Dean Alice. Dean of Women, University of California at Berkeley

Consultants:

Fryer, Mr. E.R. Regional Director of War Relocation Authority.
Coverly, Mr. Hervey M. Regional Director of Community Service, W.R.A.
Bendetsen, Colonel Karl. Wartime Civilian Control Administration.
Adams, Mrs. Lucy. Regional Director of Education, War Relocation Authority.

Space for Subsequent Suggestions:

B. Area Committees:

1. Pacific Northwest Committee.

Just as the National work is divided into two large areas, so it is suggested that the West Coast be divided into three areas, one the Pacific Northwest, one Northern California, and one Southern California. The chief activities of the Student Relocation Committee would be directed and carried on by local area committees. These are the working groups which would meet frequently and would directly carry on the program of Student Relocation.

Mr. O'Brien has largely and fully developed such a committee for the Pacific Northwest. This includes the following persons, appointed by the Northwest Personnel Association, and in addition to them, representatives of several other groups including American Friends Service Committee, Y.M.C.A., etc.

List of Northwest Personnel Association Committee on Student Relocation:

Chairman: O'Brien, Robert (See page 4, line 10).

Bee, Lawrence. Professor of Sociology, University of Oregon.
Chambers, Othniel. Professor of Psychology, Oregon State College.
Crew, Ellen. Registrar, North Pacific College, Portland, Oregon.
Felton, Mrs. Margaret. Head of Byrne Nursing School, Seattle College, (Catholic).
Fitzpatrick, Edwin. Registrar, University of Portland, (Catholic College).
Glavn, Cyril. Adviser to students, Pacific University, Forest Grove, Washington.
Maris, Mrs. Buena. Dean of Women, former faculty member, Oregon State College, Corvallis, Oregon.
Mc C , Otis. Dean, State College of Washington, Pullman, Washington.
Newhouse, Dean . Dean of Men, University of Washington.
Odgers, George. Dean, Multnomah Junior College, Portland.
Onthank, Dean Karl. University of Oregon, Eugene.
Register, John. Dean of Students, College of Puget Sound, Tacoma.
Schulze, Daniel. Dean of Men, Willamette University, Salem, Oregon.
Scott, Margaret. Registrar, Reed College.
Thompson, Eleanor. Director of Nursing, University of Oregon in Portland.
Willits, Howard. YMCA, Portland, Oregon.
Woodbury, M.D. Secretary of University Y.M.C.A., Seattle, Washington.

Space for Subsequent Suggestions:

2. Area Committees: Northern California Committee.

Working Committee for Northern California as now proposed would include the following names:

Anderson, Leila	Smith, Frank Horton
Deutsch, Monroe E.	? Tyler, Harry
Douglas, Aubrey	Watson, Annie Clo
Kingman, Harry	Wilbur, Ray Lyman

Chipman, Gordon

and

Bellquist, Professor Eric. University of California, Berkeley.
 • Blaisdell, Mr. Allen C. Director of International House, Berkeley. Catholic. Some representative of a major Catholic college or university.
 Fisk, Mr. Alfred, San Francisco State College.
 Goldman, Mr. and Mrs. Irving. College of the Pacific, Stockton, California.
 Hoyt, Dean Alice. Dean of Women, University of California, Berkeley.
 San Jose. Someone to represent San Jose State College, San Jose, California.
 Taylor, Professor ^{Paul} George. University of California, Berkeley.
 Voorheis, Dean Edwin C. University of California, Berkeley.

•• *Homan, Walter* || *Dam*

De Voss, San José

Space for Subsequent Suggestions:

As suggested at Chicago, there should be a number of carefully selected persons who could interview students concerning transfer to colleges in the non-prohibited area. Some of those proposed for interviewing in Northern California are listed here and names from the Pacific Northwest and from Southern California should be sent directly from those area offices:

Hoyt, Dean Alice	Tyler, Dr. Harry
Homan, Dr. Walter	Voorheis, Dean Edwin

and

- Baker, Dean ~~Mary~~. Fresno State College.
- ✓ Brown, Marian. Assistant principal, University High, Oakland, California.
Catholic. Consultant or faculty member from Catholic College or University.
- ✓ Corson, James. College of the Pacific.
- ✓ Damon, Dean Esther. Mills College.
- Francis, Dr. . In charge of educational program at Tule Lake.
- ✓ Fleming, Paul . Director of Community Service at Tule Lake and former Assistant principal at University High,

Jean McKay

Oakland.
Waggoner, LoVisa. Mills College.
Zelhart, Mrs. . Secretary of the Fair Play Committee, Fresno,
Cal California.

Space for Subsequent Suggestions:

Miss Eleanor Jackson
Miss Mildred Ranney
Miss Ethelinda James

(The above list of interviewers is not complete or fully checked. It should, therefore, be completely confidential.)

3. Area Committees: Southern California Committee.

Since all active groups in Northern California and in the Pacific Northwest have long been working as a part of the Student Relocation Committee the problem of setting up machinery in these areas has been simple and procedures have been described above. In Southern California the fact that the Western College Association has remained separate from the Student Relocation Committee should, with the Members of the Western College Association, join to form a unified program in Southern California under the West Coast Area of the National Student Relocation Council. How to proceed with this is not clear, but the following steps are proposed:

Dr. Deutsch will write a letter to President Sproul raising two questions:

1. Whether President Sproul would be willing to serve as Chairman of the West Coast Council.
2. Whether there would be an opportunity for Joseph Conard and Harry Kingman to talk with President Sproul soon concerning Southern California reorganization.

Dr. Sproul is now in that area, expecting to ^{Remain} remain there for the major part of June. It is suggested that Joseph Conard, Harry Kingman, President Bird, Dr. Fitts, President Mendenhall, and others might make suggestions to Dr. Sproul concerning personnel for the Southern California Committee. Dr. Sproul might then set up a committee in the light of the recommendations he may receive from these people.

III Proposed Activities for the Pacific Coast Area.

A. Distribute Questionnaires for comprehensive survey of college level students in Relocation and Assembly Centers.

1. Meet with a small number of evacuees in Relocation or Assembly Centers to plan with them means for questionnaire distribution.

2. Call a meeting of all interested college-level students in the Center. This includes persons having just graduated from high school, persons doing graduate college work, and all between. Among other things the following points should be made in this meeting:

- a. Describe government arrangements and plans concerning further education of college level. (If known, this should include not only transfers to Eastern Colleges but also opportunities for extension and correspondence work in the Centers).
- b. Explain procedures which will be followed in relocation of students. This includes rough outline of all steps students will have to take and all steps we will have to take in East, thus giving understanding of the time involved. Some statement should be made here about certification by government for travel permission.
- c. Describe the value of questionnaires already filled, point out that these have been of inestimable value in planning the program and that time was not wasted by those who filled them. Indeed a number have already been placed by this means.
- d. Explain that funds made available for continued study should be regarded as scholarships and in no sense as charity.
- e. Indicate that where funds are limited, as they will necessarily be, students will be judged for their receipt just as other scholarship applicants, on a basis of scholastic promise, personal adaptability, industry, and so forth.
- f. Point out that the Student Relocation Council does not want to draw off all the best leadership from the Centers, and that some may decide in conference with us that they should stay in the Centers to help there.
- g. Give opportunity for all interested persons in the camp to contribute toward such scholarship funds.
- h. Explain requirements for filling questionnaire, including statement that these are to be filled in triplicate and should be filled by all students who would have attended college in 1942 if there had been no evacuation, even if they now see no way to continue study. Also by those now wishing to enter college because of changed circumstances.
- i. All present should tell absent college-level friends to fill similar questionnaires.

3. Leave additional copies of questionnaire with a committee in the camp with request to have them filled by all persons registered in the camp as college level people who have not already filled them.

4. One copy of each questionnaire should be sent to the central West Coast office at Union Street and Allston Way, Berkeley, California; the other two being kept by the Area office for scholarship committee selections.

5. The central office should tabulate questionnaires, indicating number of students desiring to continue study, money available, type of college required, etc.

6. It is suggested that Area offices may find it useful to prepare three card files for data from questionnaires as now done in the University of California. One of these would be classified according to grade points, one according to denominational affiliation, and one according to the field of study. These classifications are proposed because scholarship funds are often made available on the basis of any one of these criteria.

7. Distribution of material of an encouraging and factual nature to evacuees in order to help keep up their morale. (e.g. The little mimeographed publication called "They Say" prepared by the Pacific Northwest Branch of the Student Relocation Committee).

Note: The above program should not be started until cleared with Mr. E.R. Fryer of the War Relocation Authority, Mr. Nichol森 of the Wartime Civil Control Administration, the Office of Indian Affairs, and the Project Director of the Center involved.

B. Work on students who have already completely arranged with receiving colleagues.

1. Immediately assort questionnaires, select out those which are filled by students who have already completed arrangements with a receiving college.
2. Immediately interview these students and carry out other requirements providing prompt release for those who should continue their studies immediately.

6. Interview of Potential Transfer Students.

1. Each area select interviewers trained in college counseling and familiar and sympathetic with Japanese-American students.
2. There should be a meeting of interviewers in order that they may together plan questions to be asked in the interview and develop forms to which to record the decisions and comments reached through the interviews. Suggestions for points to be kept in mind by interviewers include these:
 - a. Give hope but don't promise too much; speak with different degrees of optimism according to the promise of the student interviewed and hence his own possibility of being relocated.
 - b. Develop a list of types of colleges into which students may transfer and decide after each interview where the given student belongs (e.g. Graduate in Medicine; small liberal arts college etc.)
 - c. Form a careful judgment of the student's promise, not only according to academic standards but ~~with~~ considerable attention to personality. The ~~base~~ program will depend to an important extent on the quality and personal character of students placed.
 - d. Concerning advice on fields of study, it is felt that the counselors should definitely not advise students specifically to take or omit special fields of study because of potential racial discrimination in the post-war world. The decision concerning courses to be taken is for the student himself to make so far as training is available; this responsibility should not be borne by us. It is important to note that racial segregation in employment has often been broken down by allowing preparation for work which could not have been found at the time preparation was made but which became available later.

D. Immediate steps on Government Certification.

If the machinery of government certification for release is complicated or greatly time-consuming it should be started at once concerning the better students on the basis of questionnaires and interviews held. Otherwise there will be a serious bottle-neck preventing students from entering colleges in the next Autumn Semester.

E. Secure Reference Material on Students.

1. Write all references given by student.
2. Write high school and/or college from which student graduated asking for comments concerning his personality as well as academic standing.
3. Secure transcripts from the college last attended and from the high school last attended (three to five copies). Thus college students would have transcripts from both their college and their high school.

F. Matching Process.

At this time experts familiar with Eastern administration requirements and having detailed information concerning colleges willing to receive students, cost, scholarship money available, etc. should come from the East to meet successively with each area Scholarship Committee. The Scholarship Committee would presumably consist of interviewers plus any others which the area committee should wish to add. Eastern opportunities should be divided between the three West Coast areas in numbers proportional to the number of students applying from these areas. Thus each area committee, knowing the number and nature of opportunities available could work out with the Eastern representatives a proper matching of students with college opportunities. It is here suggested that the matching process should be done on the West Coast, but it is assumed that the personnel coming from the East would be quite as responsible for the decisions reached as would the Western committees with which they would be meeting. Since the matching is a central problem, very able leadership could come to arrange it. We suggest that the process be done here rather than in the East because we believe it would be easy for two or three persons to bring adequate knowledge of all receiving colleges to us, but we believe it would be completely impossible for any small number of persons to bring East an adequate knowledge of 2000 applicants. Furthermore, the Easterners would be able, if they wished, to interview students while here.

(Note: After further thought many new suggestions for matching have been developed; these ideas will be sent later.)

G. Secure College Acceptance of Students Proposed.

The Eastern administration persons coming to this area should send lists of students proposed for each college to those colleges together with all necessary transcripts etc. asking a prompt reply concerning the willingness of that school or college to accept students proposed. It may be best for each college to be given a list slightly longer than the number of students it can take in order that there be room for some choice, but in any case the college would, of course, pass on all students before areas might regard Relocation arrangements as final.

H. As replies come from Eastern colleges accepting students, government travel permits should be secured for the student named and whatever scholarship funds he is allotted should be sent to the receiving college or to the student by the Eastern office of the Student Relocation Council.

I. See that areas are completely informed about the arrangements for extension work within the centers for all who do not wish or are not able to transfer to Eastern Colleges. Make similar arrangements for correspondence courses if and where desirable.

J. Carefully consider the leadership requirements of Relocation Centers and try not to deplete this too seriously by draining off all the best Nisei leaders for Eastern study.

IV West Coast Staff

It is difficult to predict the needs of West Coast Staff, and we shall have to proceed as the way opens, but we feel the urgent need during June for the following staff:

A. Pacific Northwest.

Title:

Robert O'Brien will continue to serve in volunteer capacity as Chairman of the Northwest Committee and will direct office work.
Full-time Office Secretary in Seattle compensated for half time, volunteering other half.

Helen O'Brien volunteer time given to Student Relocation Committee.
Dean Odgers, Miss Barthelomew or someone else directing work of Office
Secretary in Portland.

Full-time Office Secretary in Portland (same arrangement as Seattle
Secretary above).

B. Northern California Area and West Coast Central Office.*

Title:

Joseph Conard, part time only (cost depending on time spent).
Tom Bodine, (salary already covered by American Friends Service
committee.)

Calvin Cope
Office Secretary
Second Office Secretary

Additional staff for questionnaire study for at least one month.

C. Southern California Office.

Title:

Marian Reith, will still serve at the Y.W.C.A. as director of
program and office work.

Office Secretary
Other Staff Members might include Mildred Roe or others.

*Following July 8th Joseph Conard should be able to give nearly full time to Student Relocation Committee if that is desired. It is unlikely that this would relieve the central office of necessity for retaining both Bodine and Cope.

V Possible functions of Eastern Committee.

Various suggestions have come to us concerning possible functions of the Eastern section of Student Relocation Committee. We have not made any attempt to think these through thoroughly, but for your convenience we will list a few of the functions which have occurred to us.

1. Approach a few of the very biggest institutions immediately. Have this approach done with the greatest of care and by very eminent people, no matter how difficult it may be to get the proper people to do it.
2. Follow the approach to these few large institutions by investigation of other colleges to accept students.
3. Make a very strong effort to get colleges to be willing to relinquish

(3. cont) tuition charges for evacuated students. It is our fear that this will not be so easy as some think and therefore ought to be done with great care. It is very important.

4. Approach foundations, major denominations, and various members of the Student Relocation Committee Advisory Group in New York concerning the availability of funds for student aid.

5. Carry on educational activities in order to prepare communities and colleges for the friendly reception of students.

6. Develop reception committees who will not only make students feel at home at the start but who will also follow the lines of helping them to make permanent adjustment to the new college life.

7. Be sure, in finding whether a college will accept students to also discover what the community attitude will be.

8. Investigate possibilities of board and room jobs and living accommodations in Eastern colleges.

9. See that in some way the various individuals and groups of each campus interested in this work are acquainted with each other and work together in order to avoid contradictions and confusions.

10. Organize groups on campuses to raise money.

11. Arrange for colleges to accept students after the usual closing time for registration if and when this is necessary. Find also, what competitive or other scholarships are available for Japanese and Japanese-Americans and when is the closing time for applications to receive this scholarship help.

12. General educational work: The West Coast Student Relocation Committee has been preparing releases for distribution throughout the East on various aspects of the evacuation problem. This may not seem to be directly related to the process of relocating students but our committee has found it is an essential and integral part of the job. Eastern doors will be opened and those relocations that are made will be successful only to the extent that Eastern people really understand the problem.

We have already prepared the following bulletins:

- a. Map of California's coast showing prohibited areas, together with statistics of people involved in evacuation.
- b. A bulletin describing the possibilities of continued education and giving ways in which the people in the East can help with Student Relocation.
- c. A fairly complete statement concerning the loyalty of the Japanese and Japanese-American groups, the importance of education to these people, the quality of our present Japanese and Japanese-American students, and the implications to democracy of an enlightened policy toward evacuees generally.

The first two of these bulletins are both out of date and something including similar information needs to be prepared. Others which we have considered in the past which may be of some value are these:

- a. The Implications to Democracy of Evacuation and of Relocation deserves much more attention than we have given it.
- b. Arguments for and against evacuation may or may not have value, but we have prepared some material on this in case you wish it.
- c. A good deal more technical information than we have prepared might be of interest and could be secured from the Tolson report and some of the bureaus of the War Relocation Authority. A statement of what the National Student Relocation Council is will be most useful, and I

- presume is being prepared.
- d. The economic aspects of evacuation.
 - e. General notes of interest: e.g. when the American Legion prevents race riots as it has done at Shennandoah, Iowa, publicity might serve to identify the Legion with this kind of attitude and encourage it to continue such policies.
 - f. Lots of good personal stories about evacuees which will arouse interest of people as no general statement can ever do.
 - g. Consult the refugee section of the A.F.S.C. for illustrations of the above point.

General information should be made available to all student conferences and a fairly complete story of Student Relocation should be in the hands of competent people at every receiving college when the Fall Semester opens.

A number of people here feel the absolute necessity of educating California and other congressmen. There has been a deliberate falsification of information about the Japanese which cannot be overcome unless someone deliberately replaces rumors with the truth. It is obvious that a program of political action does not fit into the function of the Student Relocation Committee, but there are ways in which an honest effort to inform all groups including congressional representatives is essential. Professor ~~George~~ Taylor of the University of California has prepared a list of individuals and groups through which we might work and I shall send that later.

Joseph Conard, West Coast Area Executive Secretary.

Com. att.

Jolliffe Hall
Baldwin, Kansas
October 24, 1942

National Student Relocation Committee
1830 Sutter Street
San Francisco, California

Gentlemen:

.....

The town of Baldwin has treated me very well and I don't believe that there is another campus in the country which has understood my situation and gone 'all-out' to make me feel 'at home' and appreciated. I would have normally expected to go to a larger institution, but I can never express my actual gratitude and satisfaction to your placement committee, for picking this Christian institution for me.

.....

Sincerely,

Akira Omachi (signed)

date - after 4/16

CAMPUS NISEI BULLETIN

Mc + cover

ONCE AGAIN

PLEASE NOTE

Your attention is directed to the Student Relocation Committee under Mr. Joseph Conard, office temporarily located at the University Y.W.C.A. "Cottage." While the work of the Committee is now centered at the U. of Calif., it consists of representatives from colleges all along the Pacific Coast.

With the support and active participation of the various university administrations, Y.M.W.C.A., International Institute, Friends Service Committee, and other religious and youth groups, this Committee is making every effort to place Nisei students in the interior.

WE QUOTE:

A letter from Mr. Conard to all students affected by evacuation:

"A committee called by the student Y.M. and Y.W.C.A., with representatives from the entire coast, has organized a program to aid in the relocation of students who wish to continue their study after evacuation. This committee is anxious to do all in its power to provide the best possible program for this end. We are interested in all students regardless of religious affiliation, and we include both Christian and non-Christian students equally in our program.

"There seems to be reasonable hope that it may be possible for students to continue in interior colleges. It will help greatly in our survey of this problem and in our efforts to open the door of eastern colleges if we know the names of evacuated students who wish to continue, their majors, choice of college, qualifications and special needs. You can help us much in this work if you will fill out the attached questionnaire in duplicate and return them to us at the University Y.W.C.A., Union and Allston, Berkeley.

(Signed) Joseph Conard

It is essential that both copies of the questionnaire be filled out immediately and mailed or taken to Mr. Conard's office at the University Y.W.C.A. "Cottage," Union and Allston Way, near Sather Gate.

For those of you students who have already received questionnaires, please fill them out promptly.

FOR YOUR INFORMATION

Telegram to the Berkeley office of the W.C.C.A.:

March 27, 1942

I have talked personally with Provost-Marshall McGill and this is what he tells me concerning students:

"University students should be issued travel permits, in accordance with our instructions if they wish. Any student who prefers to remain in college until the actual area in which his family lives is ordered to evacuate, may do so with reasonable certainty that he will be permitted to join his family just prior to the actual evacuation.

The above does not mean that a student who remains in college will be permitted to travel willy nilly; it does mean, however, that with reasonable certainty he will be permitted to leave his present community and travel to join his family even though the date of actual evacuation of his family's area has not been set.

If this is not entirely clear or if there are any unusual cases, please check with me.

(Signed) Marjorie Walker
Sec'y to Prov. Marsh.

REMINDERS

Before leaving for home or to be evacuated, you are reminded to see the Dean of Students about credits, the W.C.C.A. office for official rulings, and to notify the Post Office, the Alumni Association, and (for men) the draft board about changes in your address.

FOR CREDITS

The Dean of Students office releases the following information concerning credits and graduation for students who have left school, those who have left school, those who may leave shortly and those who were drafted into the Army:

1. If you have completed at least six weeks of work this semester, you may get partial or full credit at the discretion of the instructor in charge and the Dean of your College.

2. Students who have had their fees refunded are not eligible for academic credit.

3. Only students who have left school because of military necessity (evacuation orders) are eligible for credit.

4. Seniors desiring credit for graduation must have completed at least eight weeks of work. Provided the student's work up to the time of evacuation is satisfactory, the grade at that time may be projected to the end of the semester and full credit given, at the discretion of the instructor in charge and the Dean of the College.

5. Students who have already left Berkeley and who otherwise qualify for credit may send their application for a petition by mail to the Dean of Students Office, 201 Admin. Bldg., U. C.

6. You must apply for a petition to get credit (by mail or in person).

7. Your petition must then be signed by the Dean of Students for certification in order that other officials can grant credit.

8. After presenting the petition to the Dean of your College, he will, after consulting with the instructors concerned, designate the amount of credit to be given.

9. If the instructor in charge is not fully satisfied with your work, it may be made up through the extension division or by special examination or by other arrangements with the instructor.

ADDENDA

1. All students who left school before March 21, 1942, are eligible for a refund of their registration fee.

2. If you are planning to transfer to some other institution, you must apply formally for admission.

3. Application for admission must be accompanied with an official copy of your record here at the University.

4. Official transcripts can be sent directly to any university by the Office of the Registrar. You are reminded, however, that the Office is now very busy, and unless you make your application immediately, transcripts may be delayed.

5. If you wish information on any particular college in the interior, the University Library has on file the catalogs from most of the colleges in the country. Inquire at the loan desk in the periodical room for the catalogs.

6. On April 16, at a meeting in Berkeley of the responsible national representatives of the major church groups, it was decided to raise funds for scholarships to evacuated students, and to do this for both Christian and non-Christians through the Student Relocation Committee.

7. Since Mr. Joseph Conard, the field secretary of the Student Relocation Committee, must do not only local work, but also work for the entire coast, he cannot be in his office at all regularly for the present. During the early part of next week, he must be in Los Angeles and hence cannot see students. Please leave all memoranda, questions or questionnaires with someone at the Y.W. desk.

8. You may be sure that this work in your behalf will continue after you have been evacuated. Through your questionnaires, the Student Relocation Committee will get in touch with you whenever arrangements are completed with eastern colleges and with the Federal Government.

Third Report on the Japanese Evacuation Situation

Prepared by the Committee on Student Relocation and Distributed by the Regional Office of the Student YMCA and YWCA, 715 South Hope Street, Los Angeles, California

Throughout the length of the West Coast, the process of evacuating the Japanese and Japanese-Americans is taking place at the rate of a thousand a day. Although centers are being constructed in each state to care for these people, the largest centers are Manzanar in the Owens River Valley in Southern California, and Parker Dam in Western Arizona. Some five or six thousand dust covered evacuees, out of a total of an expected twenty thousand, are already at Manzanar. Parker Dam, which is also expected to house twenty thousand, will open its doors next week. These two locations are known as Reception Centers. Originally, it was the intention of the Government to transfer people from the Reception Centers to permanent settlement camps. It is anybody's guess now whether resettlement centers will ever materialize since a vocal segment of the population is objecting to the Government spending more money to once again make of these citizens self-respecting, self-supporting people. I am still inclined to think we may see the day when our own citizens will be taken from their enforced idleness to do forced labor of a "patriotic nature."

In addition to these two large Reception Centers, there are a number of so-called Assembly Centers in the process of construction. The best known of these to the writer are the Santa Anita Race Track which is expected to house 16,000, the Pomona Fair Grounds, and the Tulare Fair Grounds, each of which will care for approximately ten thousand. The theory of the Assembly centers is that they are to serve as places where the evacuees spend three to six days registering and submitting to physical examinations. Then they are to be sent on to the Reception Centers. Already, the first arrivals at Santa Anita have been there two weeks. Again, it is anyone's guess as to how long they will dwell on Macadam with guards high in towers on every side watching them as though they were criminals. Reliable stories of the treatment which the first arrivals at Santa Anita received reveal unbelievable hardships and speaks none too well for the Army's first attempt to deal with civilian population.

The freezing order of three weeks ago forbidding all movement of the Japanese within an area not to exceed five miles beyond their homes or their place of work, caused a great many students to drop out of college. Many of them returned to their homes in other cities in order to be with their parents, and some of them were cleverly detained from returning to school by frightened personnel authorities in the colleges who declared that attending college was not work and therefore to continue to attend college was out of bounds. Even so, there are still at least a fourth to a third of the former number of Japanese students still in college. No permission has been given to enable them to remain in school, so it is likely that the next thirty days will see all West Coast campuses divested of all Japanese-American students.

It is possible for Japanese-American students to secure permission to leave the restricted zone provided there is a college outside the restricted zone which will make known its willingness to take the student. A young lady in Southern California left for the Middle West over this past week-end. First the school which she was leaving secured a letter from the college to which the student was to go verifying the fact that the college would accept the student. Then the Dean of her California college wrote a letter endorsing the move. A Travel Permit was secured from the United States Employment Office permitting the student to go to Pasadena to see the

Provost Marshall. Then a change of residence report card was filled out by the local Employment Bureau and approved by the Provost Marshall. When this was done, the Provost Marshall, who is a Major Cadwell at the Hotel Constance in Pasadena, gave his permission for her to leave California. Major Cadwell says that permission to go East may be granted at any time preceding the evacuation date for the area concerned but that the student must be gone before the time of evacuation. The Provost Marshall for Northern California is Colonel Magill at the W.C.C.A. Office in the Hotel Whitcomb in San Francisco, California.

Many colleges in all parts of the United States have been approached on the question of accepting Japanese-American students. Most of the replies have been favorable. There seems to be as much willingness on the part of the State controlled institutions to assist these students as there is among the church related colleges. Yet, the willingness of the college administrators to assist in this problem does not tell the whole story. The question of attitudes of the people who are constantly agitated by the press with stories designed to excite, must be considered. One college in Kansas raised a fund to assist Japanese students to come to its campus, and was in readiness to receive several of them from the Coast when the American Legion protested so loudly that the project had to be dropped.

Repeatedly, the question of loyalty of these students to the Government of the United States is raised by Mid-Western college administrators. Because of public pressures, they feel that they must safe-guard themselves by indicating that a statement certifying to the loyalty of any students who may come their way will be required. This is a difficult problem and one in which there is no easy answer. First of all, the loyalty of an American Citizen is never questioned until his actions indicate that his intentions are questionable. At best, it is possible to certify to the normal behavior of a Japanese student and not to his inner convictions. This problem may cause some concern. Taken as a whole, the Japanese have acquitted themselves nobly during these past few months. Practically every story of sabotage attributed to the Japanese which has made the rounds has been refuted beyond question. This does not say that there are no exceptions, for there are disloyal members in every group, including both foreign and Caucasian people. A quotation from the Berkeley Gazette, March 12, 1942, follows:

"Japanese have proved loyal to the United States since the first bomb fell on Pearl Harbor," declared Professor Blake Clark on the University of Hawaii, who has just published a book Remember Pearl Harbor. "Not only the Nisei, American-born of Japanese parentage, but their alien-born elders who cannot become American citizens have stuck with the colors of their adopted land," he states, adding, "Of all the 425,000 people in Hawaii only 273, and by no means all of them Japanese, have been detained as suspicious characters."

From an address by Monroe E. Deutsch, Vice President and Provost of the University of California:

"...To deem all born in a particular country and even their children as necessarily in the same class (fifth columnists or saboteurs) is unfair, unjust, un-American. Human beings must be judged on the basis of their own acts; is that not elementary justice? I readily grant that in view of the number of persons involved, it is, to speak realistically, necessary to act at once. But we should assure them that immediately after their removal from military areas we shall take up each case individually and give each a trial and a fair hearing. Can a democracy do less? If we do not, we shall

make the loyal American-Japanese (and I believe there are many of them) ask themselves why they should be devoted to a country that assumes that because their parents were born in Japan, they are to be suspected and uprooted."

In Southern California, there are three instances that I know about of financial discrimination. Three American citizens volunteered to assist with preparations at Manzanar and departed, leaving their wives behind. They also left behind uncollected bills for wages or for produce sold. The three respective wives presented themselves, one to a grocer who owed her husband \$175, another to the owner of an estate who owed her husband \$75 for his gardening service, and the third to a large family where her husband was entitled to \$100 for wages as a butler, and in each case the wives were intimidated, told they no longer had legal rights to collect bills and that if they gave further trouble the police would be called. Perhaps, this is the American spirit! The best story I know which proves that the Japanese are not entirely adjusted to our culture and therefore a threat to our mores, is the story of the owner of a cleaning establishment in San Bernardino. Shortly after he was forced to close his shop, he presented himself to the treasurer of the local Community Chest with a check for \$8.75 which represented his final quarter on his \$35 annual pledge. The treasurer of the Chest, feeling the injustice of billing a man that was forced to lose his business, had refrained from sending him a statement. The Japanese cleaner admitted that he had not received a bill, but that he had made the pledge to the community in good faith and that he would therefore pay it.

Questionnaires seeking to determine the actual number of Japanese students desiring to continue their education have been distributed to all college campuses on the West Coast through the Student Relocation Committee. Returns to date indicate that seventy-eight per cent of these students desire to continue their education. Some of them are in a position to finance themselves and some are in desperate need of financial help. Many are frankly perplexed by the swiftly moving train of events and need wise counsel and factual information.

The Student Relocation Committee referred to above is an outgrowth of the concern of the Student Associations and the church related groups in the three Coast states. With money secured from the Friendly Relations Committee for work among foreign students, the National Board of the Y.W.C.A. and the World Student Service Fund, it has established a clearing house with Joe Conard acting for at least two months as coordinator. His office is in the Y.W.C.A. Building, Union and Allston Way, Berkeley, California. Mr. Conard is in constant touch with Government officials and with school authorities. It is not the purpose of the committee to act for church groups or for college administrators. The task which it feels needs to be done is described below, but it in no way feels that it should carry out these suggestions if there is any other group equipped to do one or all of them. Rather, it seeks to survey the needs, and then as far as possible see that the unmet needs are met and to give information which will minimize duplication of effort by the many groups which now carry on uncoordinated work. The committee envisioned the following task:

1. Discover which students wish to continue their studies and what resources they have for doing so.
2. Collect material concerning the records and capacities of students who wish to continue study for purposes of analysis in case only a limited number of students can continue and selection is hence found necessary.

3. Secure the united support of western colleges behind a plan for continued study opportunity, then endeavor to get this plan accepted by appropriate government authorities.
4. Secure funds for the education of those wishing to continue their studies. Sources would include the following:
 - a. Government subsidy through the relocation authority of the Commissioner of Education.
 - b. State grants for University Extension; remission of out-of-state fees.
 - c. Educational and Research Foundations.
 - d. Church groups, Christian Associations, etc.
 - e. Contributions secured on campuses from which students go and to which they go.
 - f. Scholarships and Fellowships from the colleges to which students go.
 - g. Board and Room gifts or jobs by interested families in the towns to which students go.
5. Create sympathetic understanding of the Japanese situation in communities and colleges to which students go.
6. Create a clearing house where all available information may be secured, including the following types of information:
 - a. Government orders, decisions and plans.
 - b. Plans and programs being carried on by all persons and groups working on the problem of relocation.
 - c. Facts and figures on the entire problem of evacuation, including evidence of the loyalty of the majority of Japanese-American students.
7. Keep all groups informed about what others are doing in order to avoid duplication of work and in order that all necessary work does get done by someone.
8. Make efforts to secure the willingness of colleges to provide opportunity for students to finish their 1942 Spring work by correspondence or examination from their reception centers.

All individuals or groups seeking information or desirous of making known efforts to assist in the student relocation area are urged to contact Joe Conard, Y.W.C.A. Building, Allston Way and Union Street, Berkeley, California.

This report prepared for the STUDENT RELOCATION COMMITTEE
by Dick Mills, Regional Student YMCA Secretary

The next report will come from the Committee's office in
Berkeley and will be prepared by Joe Conard.

INTERNATIONAL HOUSE
University of California
Berkeley

*pre-war
university
help*



Under authority from Dr. Monroe E. Deutsch, Vice-President and Provost of the University of California, Berkeley, we are establishing a bureau of information and service for all University students of Japanese ancestry. With your cooperation we shall attempt to gather factual information regarding difficulties that are being faced by individuals in this group and determine helpful and constructive procedures to meet them. We have no accurate list of this group. May I ask, therefore, that you confer with us at International House at your earliest convenience and encourage others of the group to do likewise. This bureau will be open from 8:30 a.m. to 8:00 p.m. every day, including Saturdays and Sundays until the end of the semester.

Allen C. Blaisdell
Director

December 10, 1941

40 persons in unrestricted areas wishing to help with the relocation of evacuated students:

WORK TO BE DONE IN THE EAST AND MID-WEST

I. GENERAL BACKGROUND

1. What provision has been made for Japanese-American students to continue with studies ?

a. Elementary and high school level:

The Federal Government plans to provide both elementary and high school education within the reception centers to which evacuees are being moved. It is hoped that these school facilities will be ready for Autumn, 1942.

b. College and university level:

The Federal Government has not yet announced a plan for the continued education of college and university students. The War Relocation Authority is giving earnest attention to this problem and wishes to provide as well as possible for continued college work. West Coast educators seem to be united in the view that the best way to meet the needs of college students is to permit transfer to inland colleges.

2. Do students wish to continue their studies, or to share the lot of their families by being evacuated with them ?

Nearly 600 questionnaires have now been filled by students being evacuated. 80 % of those filling questionnaires indicated that they would be free to continue their education if finances can be arranged. 70 % of the total will definitely need financial assistance, 15 % definitely will not need help, and 15 % are not certain. The total number of students of Japanese ancestry in the evacuated zone is probably about 2200. (i.e. college level students).

3. Can students transfer now for continued study in unrestricted areas ?

Arrangements have not yet been made for students to leave either assembly or reception centers, but it is hoped that this may be possible later. This means that the only students who can transfer at once are those not yet evacuated. The army plans to complete evacuation by May 20. Requirements for non-evacuated students to secure permit for travel to an out-of-bounds area include the following:

(1) A letter from the receiving college requesting (not simply accepting) transfer of the student, whose name must be given in the request.

(2) A letter from the student requesting transfer to the receiving college for immediate continuation of study (not later than summer session), indicating age, present address, ability to pay all necessary expenses for at least one year. Student should give evidence of school attendance during the present semester if possible.

(3) Evidence should be given that the receiving community will not be seriously disturbed by the coming of evacuated students.

(4) As much evidence as possible should be given to show the quality of the student, his character, financial certainty, living accommodations in the receiving community, etc.

II. OPPORTUNITIES TO HELP

1. Be certain that persons wishing to help know what each other are doing in order that work on each campus may be co-ordinated, not random.

2. Secure the necessary information to fill the enclosed questionnaire, which should then be mailed to Student Relocation Committee, Union Street at Allston Way, Berkeley, California. We should like to have these for all colleges, whether they can now receive students or not. Do all possible to secure arrangements which will

Justify favorable answers on this questionnaire.

3. Become well-informed on the problem created by west coast evacuation and inform others both in the college and in the community. In every respect the most urgent immediate problem is to build proper attitudes in the communities to which students may later come. Speak to your church groups, international relations clubs, etc. Discuss this problem in W-IV cabinet meetings. If the true facts are known students of Japanese ancestry will be welcomed in the middle-west. Be sure you know the facts and do not talk only from the standpoint of sentiment. The Student Relocation Committee is now preparing releases with the kind of information you will need.
4. Try to find homes where Japanese-American students can be housed while attending your college. If some persons are willing to give part or all of board and room free, that will help tremendously. In other cases the student may earn board and room.
5. Encourage the allocation of scholarship and fellowship funds to evacuated students. Perhaps you can raise money for this purpose. Send it to the World Student Service Fund. These students are in particular need of financial help for several reasons, including the following:
 - (a) Much of their wealth has been lost through sale of property at scandalously low prices.
 - (b) Businesses have been lost almost in toto because of evacuation.
 - (c) Families no longer have employment, and hence are without income, except for the prospect of work in the reception centers. The Government is prevented by public opinion from paying more than minimum soldier's pay for this work, although soldiers are usually without any dependents and many of the Japanese-Americans have large families.
 - (d) Evacuated students must enter colleges in other states than where they live, and hence they must face out-of-state fees in State Colleges and Universities.
6. Have a reception committee prepared to meet students at the train, to welcome them to the college community, and to become their friends. It is very important that they feel this welcome at first, when they are lonely and unaccustomed to their new home. It is also important, however, to continue friendship after the first days and weeks.

This release was prepared May 6, 1942
by the Student Relocation Committee,
Union Street at Alston Way
Berkeley, California

4-27-42

Req. for pre-evac learning

MEMORANDUM

Regarding the relocation of Students of Japanese Ancestry
in Out-of-Bound Colleges

The government policy is to permit students to leave the restricted areas only under unusual circumstances. It is hoped there will be opportunities for students to continue studies after evacuation from out-of-bound areas, but no guarantee is made at the present time.

Requirements made for students who wish to leave restricted zones before evacuation are the following:

1. The student should be able to present a letter addressed to Provost Marshal, Col. W. Fulton Magill, Jr., written by the receiving college and requesting the transfer of the student in question whose name must be specifically given in this letter.
2. The student must give evidence that all necessary expenses, including board and room, tuition, etc., are available for at least one year.
3. The student should give evidence that the community to which he is going is not likely to be seriously disturbed by the entrance of Japanese-American students.
4. The student should give his name, age, present address, prospective address, and present school.
5. There must be evidence that there are important reasons for the student to continue his education in the named out-of-bound college at once. Transfers are not accepted for study beginning in the autumn.
6. The student should give evidence that he has attended school during the present semester.

The government does not guarantee to grant applications to all meeting the approved requirements, but it is doing so at the present time.

If students can fulfill most, but not quite all of the approved requirements, they might correspond with or telephone to Joseph Conard, Student Relocation Committee, to investigate the possibility of their securing permits. The telephone during the day is Ashberry 8500 in Berkeley. The mailing address is 2031 Baker Street, San Francisco.

Student Relations Com. (Al Stone, chm.)
A. S. U. C.

Spring of 1942

- 1) sponsor loan fund for aliens & students of Japanese descent.
- 2) American civ. lectures
- 3) fight cases of discrimination
- 4) try to find ways of getting jobs

Y.M.W. C.A. Race Relations (Ida Maracini)
Spring, 1942

- 1) Concerned of Japanese students
- 2) Rationalize Japanese stores
- 3) get information about J.

Nobu Kumekawa

4/1/42

Don't ~~submit~~^{know} whether to vote for Stone
or not because he has been too
liberal in his race relations policies.

The rise of the liberal element on the
U. C. Campus

1. Murase - Nomura

2. after war others (Doris, Sady) come
along

"radicals" stay in school longer -
social bugs scream first.

U.C. Campus

- 1) social groups many (4 organized)
- 2) campus committee
- 3) liberal element strong
 - a) Caucasian contact
 - b) Murase
 - c) Race Relations Study Group.

After war Conservatives lose control
of U. C. Campus.

AGENDA FOR THE MEETING OF THE PROTESTANT COMMISSION FOR JAPANESE SERVICE, OCTOBER 14, 1942

Introductory Features:

1. Prayer
2. Minutes and Report of Secretary-Treasurer
3. Reports of
 - A. Assembly and Relocation Centers
 - B. Representative at Eastern Council Meetings

Main Business:

1. Uniform policy for ministerial remuneration
2. Provision for Protestant Church building units in Relocation Centers
3. Supplying of Sunday school literature for Relocation Centers
4. Fixing of lists of Japanese ministers in good standing
5. Assembling of equipment for Relocation Centers
- 6. Consideration of the W.R.A. Administrative Instruction #32
7. Publication of abridged Sambika
8. Clarification of allocation of comity principles
- 9. Review of procedure in cases of Caucasian missionary candidates
- 10. Campaign to secure dispersed resettlement of Japanese evacuees
- 11. Revision of Memorandum on scope, objectives and policies of the Commission.
12. Letters
 - A. Religious Education Association
 - B. National Council of Protestant Episcopal Church
 - C. Appointments to fill vacancies on Commission
13. Budget and contributions to Japanese work
- 14. Student relocation problems, etc.

date?

REPORT ON REPLIES FROM COLLEGES ON WEST COAST
re. Japanese-American students

beginning?

COLLEGE	NUMBERS	CONTACT	SUGGESTIONS MADE BY COLLEGES
U. of California		Elmer-Goldsworthy	Believes assistance could best be rendered after evacuation has been completed.
U. of Washington	381	Robert O'Brien	Contacted inland colleges re. scholarship. Six replies: three positive; two willing pending Board approval. Raised fund of \$700. Believes ISS can help with scholarships and providing places for students who cannot travel to other sections of the country until they have been through the evacuation section. Concerned about Japanese-American students who are in Nurses Training Schools and find it impossible to continue training in other sections of the country.
U. of So. California		A.S.Raubenheimer	Member of Association of Colleges and Universitite of Pacific Southwest. The Association will address communications to National Conference of Church Affiliated Schools, Association of Am. Colleges, Association of Am. Universities and through their secretaries find suitably located colleges to take American-born Japanese students in good standing and not under suspicion.
U. of Oregon	22	Karl W. Onthank	This campus not yet affected. Some have dropped out for financial reasons. Believes ISS can help with scholarships, financial aid and arranging for hospitable reception at whatever institutions these students are able to enter.
Whittier College	3	W.O.Mendenhall	Arranged for admission of these students with a college in Indiana. These students need financial help there.
State Col. of Washington		Ivy I. Lershellens	This campus not yet affected. State College of Washington willing to take some of the Japanese-American Students evacuated from other schools.

COLLEGE	NUMBERS	CONTACT	SUGGESTIONS MADE BY COLLEGE
Reed College	6	Arthur F. Scott	No arrangements made. Awaiting information from Army and Dept. of Justice. Would appreciate help from ISS with scholarships, etc. Supplied us with a list of the Nisei students on campus.
Pomona		E. Wilson Lyon	Member of Association of Colleges and Universities of Pacific Southwest. Seeremarks Univ. of So. California.
Univ. of Redlands		H.E. Marsh	Campus not affected. Grateful for our offer. College will cooperate any way possible. Member of Association of Colleges and Universities of Pacific Southwest.
Stanford U.	20	Ray L. Wilbur	Endeavoring to get medical students transferred to mis-west universities. Would like ISS help in securing scholarships. Believes similar difficulties will be faced by Italians and Germans.
Oregon State Col.	41		no reply to date
Scripps College			no reply to date
Mills College			no reply to date
Occidental College			no reply to date

STUDENT RELOCATION COMMITTEE

Summary of Minutes of Meetings
On April 22 and 29, at Berkeley, California

Mrs. Marian Reith reported that three meetings of the southern section of the Student Relocation Committee have been held, and organization is pretty well completed, with 25 on the committee, headed by Dr. Mendenhall, and three members appointed to the West Coast Committee -- Dr. Mendenhall, Mr. Herman Beimfohr, and Mrs. Marian Reith. The Student Relocation Committee is keeping in touch with the relocation committee for the Western Colleges Association, and constantly seeks its suggestions, but no direct representation exists. The southern section urges the immediate placing of as many students as possible, before they are sent to assembly centers, since it is still uncertain whether they will be given permission to leave.

Mr. Conard has talked to officials in the W.C.C.A. offices regarding this permission for students to leave assembly centers. They indicate a willingness to consider favorably any proposals submitted by the War Relocation Authority, but it has as yet made no official requests. The official requirements for permission to go from zones not yet evacuated are that a college send a request for the student; that the students have means of support for at least a year; and that some leading citizen of the community vouch for community reception. The office has granted requests if the student is to enter now or in the summer, but not for next fall.

The Reverend Robert Inglis, of the Plymouth Congregational Church in Oakland, reported on his recent visit to 13 colleges of the Midwest. He found private, especially denominational, colleges quite willing to take Japanese-American students, provided the community opinion was not too antagonistic. The state colleges refused or were rather hesitant, because of their state political connections or because they were afraid of being swamped by too many applications. Some indicated they would do their share, if there were a Federal committee to distribute students fairly. He gave detailed information on each college to Mr. Conard, and it will appear on a list of all college openings. Work opportunities, especially in housework, seemed pretty good, but rates average 25¢ or 30¢ an hour. Living costs seem somewhat lower than on the Coast.

Mr. Inglis and Mrs. D. Elton Trueblood, just returned from a trip to Philadelphia, both commented on the general confusion and ignorance as to facts about Japanese Americans and the evacuation. They felt that there was a great need for education and counter propaganda. Colleges are holding back on accepting college students for fear the communities will be resentful. It is also evident that the W.C.C.A. and the War Relocation Authority cannot carry out many of their own good intentions because of negative public opinion.

Eight or nine of the leading Protestant Churches, now cooperating in a committee on evacuation under the Federal Council of Churches, have asked us to act as their agent in work for students. They will send out a questionnaire, which we will prepare, to all their own denominational colleges to find out how many Japanese-American students they will take.

Policy and Action Decided Upon

1. It was decided to contact the principals of high schools with the largest number of Japanese-American students, asking them to recommend their most outstanding seniors for consideration in relocation plans. (Los Angeles has selected six or seven high schools.) Until there is some possibility of large-scale financial aid, we do not want to raise hopes of high school seniors by communicating with them directly.

Summary of Minutes
Student Relocation Committee

2. Where openings exist in colleges, Mr. Conard will apportion the openings to each of the three sections, asking them to make recommendations of students to fill the openings. Recommendations for a few more students than the openings allow will then be sent to the colleges for their final selection. Scholarship committees have been set up in the Southern California and Northern California sections.

3. It was decided to begin the classification of students by sending out a questionnaire to all the references listed on the applications which students turned in.

4. It was decided that Mr. Conard should write to Mr. Eisenhower, head of the War Relocation Authority, favoring Dr. Sproul's plan, and particularly urging the early adoption of that part of the proposal concerning the establishment of a central committee to handle all placement of students, because the magnitude of the task is such that it is difficult for a private group such as ours to handle it, and because the response of the colleges would be better.

5. A questionnaire has been set up which, when filled out, would give all information concerning out-of-bounds colleges that pertains to their reception of evacuated students. So far as possible we shall get this information on every college. However, because of the danger of premature refusals from colleges who do not know what the government attitude will be, or where community attitude is not receptive to Japanese at this point, it was decided that we should send out these questionnaires now only where we have good contacts.

6. It was urged that we proceed as rapidly as possible in the placement of students not yet in assembly centers, filling every college opening we could find. It was thought that personality and the ability to mix well with Caucasians, as well as scholarships, should be important qualifications of the first students sent, since they will act as interpreters in many communities having no previous association with Japanese-Americans.

7. It was suggested that Mr. Conard write immediately to Mr. Eisenhower, urging him to try to secure permission from the W.C.C.A. for students to leave assembly centers.

8. Since it was felt that the work we could do in placing students, and fair treatment of evacuees in general, is so dependent upon public opinion, it was recommended that one of the major areas of our work be in the field of education and formation of favorable, rather than antagonistic, public opinion, particularly in college communities. It was decided that Mr. Conard, with the help of Mr. Kingman, should get out one release of information immediately, which would be sent to all contacts that we have (in about 300 communities of the Midwest), and plan a subsequent series which would be submitted to the committee for approval. We should also start making plans to get the problem discussed at all possible summer conferences, of "Y" groups, Churches, etc. Several other suggestions were offered which will be taken up as soon as possible.

9. Mrs. Marian Reith suggested the delegation of administrative responsibility for certain areas of work to each of the three sections, since there is too much for one person to handle. A plan for this will be worked out.