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

## WORK TO BE DONE IN THE EAST & 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:

Mr. Milton Eisenhower, the national director of the War Relocation Authority, has announced that permission will later be given for students of college level to study in colleges outside the restricted military areas. The number who will be able to do this depends to a large extent upon the work of those who receive this bulletin and whose opportunity it will be to prepare a friendly community response and to secure local funds for aid to incoming students. Clarence Pickett, Executive Secretary of the American Friends Service Committee, has been asked by Mr. Eisenhower to organize a committee to take responsibility for student resettlement. It is not decided what the function of the Student Relocation Committee will be under Mr. Pickett's government-approved organization, but this committee has been invited to share in planning the organization of Mr. Pickett's group.

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

Over 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. Practically all express a need and willingness to do any kind of work by which they may earn part of their expenses. The total number of college level students of Japanese ancestry in the evacuated zone is probably about 2,300, of which some 2,200 are American citizens.

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

Until about May 11, it was possible under restricted circumstances for students to leave military zones for inland colleges. This is not now possible (May 15) under any circumstances except in cases so extreme as to receive direct permit from General DeWitt himself. It is expected that further voluntary evacuation will be possible when arrangements have been made on a national basis under Mr. Pickett's committee. This committee hopes to arrange for college attendance beginning with the Autumn Semester, 1942.

### II. OPPORTUNITIES TO HELP

1. Be certain that persons wishing to help know what each other is doing in order that work on each campus may be coordinated, 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 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 YM-YW 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.
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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.

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by the Student Relocation Committee,  
Union Street at Allston Way  
Berkeley, California

Student Relocation Committee  
May 16, 1942

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I. The student group is a strategic group among the evacuees, and for this reason particularly student needs should be met so far as possible. Dr. Monroe Deutsch, Vice President and Provost of the University of California, has able reviewed important reasons for such a policy:

"In the first place the wastage of human material and training would be tremendous (if students were not allowed to continue their studies). To lose the ability involved, and the education already partly completed, would amount to the destruction of an important part of our national resources.

"In the second place, these are American citizens, who will, when the war is over, resume their places in American society. The difference in their attitude will be enormous if, instead of being incarcerated in a camp, or employed in road building, or as laborers on farms, they are given help to continue their studies. It will unquestionably mean, I believe, a devotion to this country which will be seriously shaken if our country were completely to destroy their opportunities for further education during the war.

"In the third place, the cost of such an educational plan would be no greater than the amount which would have to be paid to these persons if they were in a camp. The only difference would be that, on the one hand, they would be engaged in some form of mechanical labor for which they are not at all trained, or are poorly trained, and, on the other hand, being aided in carrying on study which will redound to the benefit of our country.

"In the fourth place, it would be of inestimable benefit in connection with the morale of their families, who would feel that even though they had been up-rooted from their homes their children were being aided and encouraged to train themselves in American surroundings for a successful life.

"A final point would be that these young people would be scattered among young Americans, and would, thereby, feel themselves all the more American citizens, as opposed to a plan by which they would be concentrated in a Japanese community under Japanese leadership, and their Americanism sullied by a sense of bitterness."

II. Japanese students have made an excellent record as scholars and as individuals. It is interesting to note that the man winning highest honors at the University of California on May 13, 1942, was unable to be present to receive his medal because he had been evacuated.

1. Nearly 50% of the 250 Japanese-American students in northern California applying for opportunities to continue their studies have grade averages of B or better. Replies from references are almost universally enthusiastic.
2. A study at the Theodore Roosevelt High School in Los Angeles confirms the general view that Japanese students have particularly high scholastic attainment. It shows that in the 1942 graduating class, 26% of the Japanese students are in the upper 10% of the class.

3. President Aurelia Henry Reinhardt of Mills College, after more than a quarter of a century of experience with students of Japanese ancestry, writes: "Throughout these years there has been no single case of personality problem or ethical question arising among Japanese students. Perhaps three-fourths of these Japanese women have been Christians, but in sense of responsibility and in the high standard of personal conduct, our Japanese young women have been one in their standard of quiet, industrious and courteous behavior. They have won the affection and respect of their fellow students of all racial groups."

III. Many essential aspects of our democratic system are being tested by the way in which we treat the evacuated group.

1. Whether one agrees or disagrees with the policy of evacuation, he must agree with President Sproul of the University of California that "it is unjust and unwise to attach an educational penalty to the removal." So far as military necessity permits, a democracy must show fair and equal treatment of all minority groups in peace and war. It must not deprive persons of freedom without due process of law.

2. The meaning and significance of citizenship is dangerously cheapened unless every effort is made to respect the values and privileges which citizenship has until this time conferred upon those claiming it. President Wilbur of Stanford University writes: "Every effort should be made by our government to avoid mistakes in this important action of our Government. It has been impossible for me to answer the many questions put to me by these students as to why. Everything that they have learned from babyhood up in this country is negated by their present experience."

3. Discrimination against one minority group is always a dangerous opening wedge toward the unequal treatment of others. Governor Ralph L. Carr, of Colorado writes: "If we do not extend humanity's kindnesses and understanding to these people, if we deny them the protection of the Bill of Rights, if we say they may be denied the privilege of living in any of the forty-eight states and force them into concentration camps without hearing or charge of misconduct, then we are tearing down the whole American system. If these people are not to be accorded all the rights and privileges which the Constitution gives them, then those same rights and privileges may be denied to you and me six months from now for another just as poor reason as the one which is now offered against the Japanese."

4. The Japanese and Japanese-Americans have shown full willingness to make all helpful sacrifices for the national interest, but needless sacrifices must not be asked of them. President Sproul writes: "In spite of the almost universal good will which these individuals of Japanese ancestry have shown, they would not be human if there was not some sense of injustice and resentment in the hearts of those who know they are loyal to the United States and to Democracy. Unless this natural reaction is compensated for in every possible way, we shall not be living up to our own conception of the dignity and rights of the individual, and we shall be weakening the loyalty of a whole group of our citizens."

5. Axis propaganda makes good use in China, India and South America whenever the United States gives opportunity for it to quote discrimination against minority groups in this country. Furthermore, the treatment accorded American prisoners of war in axis hands will be greatly influenced by the treatment which we accord to evacuees.

IV. Responsible officials have frequently expressed their conviction that the large majority of evacuees are loyal and law-abiding citizens. Some evidences of this conclusion are given here:

1. Edward J. Ennis, Director, Alien Enemy Control Unit, Washington, D.C., writes on May 2, 1942: "The loyalty of the overwhelming majority of the persons affected has not been seriously questioned by informed persons."
2. The Congressional Committee appointed to study the problem of evacuation under the chairmanship of Representative John Tolan, after hearings along the entire coast, writes: "We cannot doubt, and every one is agreed, that the majority of Japanese citizens and aliens are loyal to this country... We earnestly hope that every effort will be made by the Federal Government to protect the property and lives of these people, and to resettle them in normal and productive ways of living."
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4. Professor Blake Clark of the University of Hawaii, after careful study of the situation on and since December 7, has published a book entitled, "Remember Pearl Harbor." He states that throughout this entire time the Japanese community has remained loyal to the United States. This is true of not only Nisei (American citizens), but also of their alien born elders. Japanese surgeons treated the wounds of American soldiers while Japanese bombs were still dropping around them. Japanese who offered their blood outnumbered all other racial groups combined.
5. In the issue of "Time" for March 30, 1942, a girl of Chinese ancestry in Hawaii writes: "We, Americans all, study, work and play with Japanese high school boys here in the Islands, and are, I am sure, in a position to know them perhaps a little better than others. They show their feelings, in speech and in deed, and they're behind the U.S.A. to a man."
6. Western College Administrations are in a position to know well the quality of evacuated students. They have unitedly supported an effort to relocate students in Eastern or Mid-Western Colleges. President Sproul of the University of California (420 Japanese-Americans), President Sieg of the University of Washington (456 Japanese-Americans), and President Wilbur of Stanford University have been outstanding in their advocacy of continued education for these students. The Northwest College Personnel Association, representing the Colleges of Idaho, Oregon and Washington, has established an excellent committee to aid students in securing openings in Eastern Colleges. The Western College Association, including the Colleges and Universities of California and Arizona has done the same.
7. The attitude with which Japanese have responded to evacuation has been courageously understanding. Though many have felt that evacuation was neither necessary nor just, they have almost all accepted it as a decision

of their government and have endeavored to avoid any resentment or bitterness. Japanese-American organizations have urged their members to develop attitudes like that expressed in the following quotation from a bulletin of the Japanese-American Citizens League: "As a national organization and as individuals we have pledged our whole-hearted co-operation to the President, without qualification or reservation, in the winning of the war. We will not violate our pledge. We have been asked to evacuate the Pacific Coast as a military measure designed to strengthen national defense. We will co-operate in the war effort."

# # # # #

# FACTS & FIGURES ON JAPANESE EVACUATION

## Residents of Japanese Ancestry

U.S.A. - 126,947  
Hawaii - 157,905 or 37% of total population  
120,552 American citizens.  
Coastal States - (California, Oregon, & Washington)

112,353 or 1% of population of these states

71,000 are American citizens  
41,000 are aliens

In these 3 western states there are 57,878 Italian Nationals & 22,000 German Nationals.

## Concentration in Cities & Colleges

Cities - 1940		Colleges - 1940-41	
Los Angeles	23,321	U California, Berkeley	420
Seattle	6,975	U Washington	456
San Francisco	5,280	U California at Los Angeles	250
Sacramento	2,379	U Southern California	131
New York City	2,087	Sacramento Jr. College	216

College Students: There are approximately 2,300 college students of Japanese ancestry in the U.C., of whom practically all are citizens.

x Tule Lake

Evacuation: By Presidential proclamation, on Feb. 19 the Secretary of War & Military Commanders were authorized to prescribe military areas & exclude any persons therefrom. Zone I (shaded area) was so designated & orders were given by Gen. DeWitt that all residents of this area of Japanese ancestry, nationals & citizens alike (112,000) were subject to evacuation.

Assembly Centers: have hastily been prepared by converting fair grounds, race tracks, etc., into reception centers for the anticipated temporary confinement & investigation of evacuees.

Relocation centers affording more permanent equipment for resettlement have been set up at Tule Lake & Manzanar, California; Parker Dam & Gila River, Arizona; & Minidoka, Idaho.

San Francisco

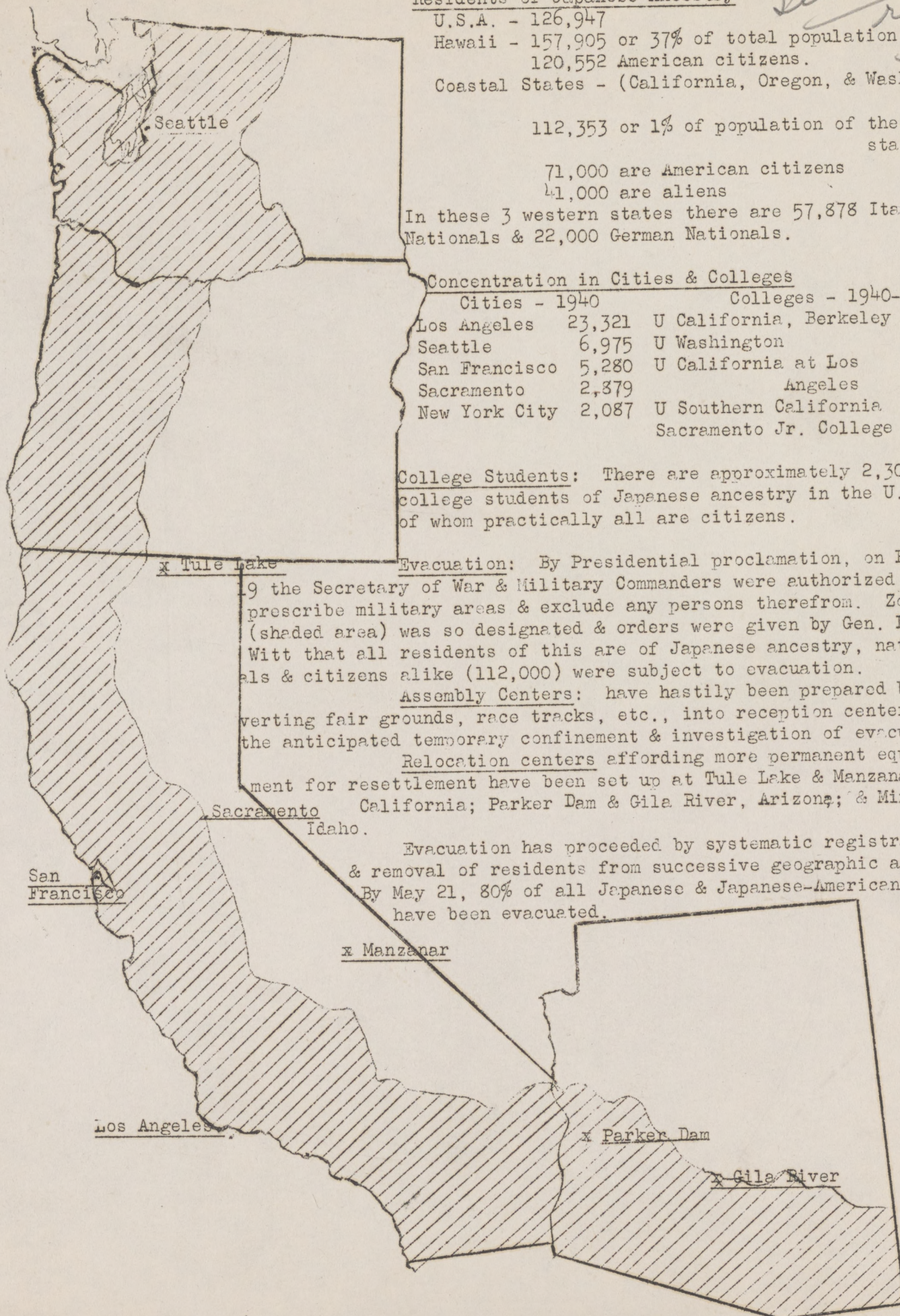
Evacuation has proceeded by systematic registration & removal of residents from successive geographic areas. By May 21, 80% of all Japanese & Japanese-Americans will have been evacuated.

x Manzanar

Los Angeles

x Parker Dam

x Gila River



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QUESTIONNAIRE  
JAPANESE-AMERICAN STUDENT RELOCATION

Date \_\_\_\_\_

NAME OF COLLEGE \_\_\_\_\_

LOCATION \_\_\_\_\_

SPECIAL TRAINING OFFERED (engineering, music) \_\_\_\_\_

APPROXIMATE ENROLLMENT 1941-42 Men \_\_\_\_\_ Women \_\_\_\_\_

NAME OF PERSON TO WHOM OFFICIAL INQUIRIES SHOULD BE ADDRESSED \_\_\_\_\_

NAME OF KEY ORGANIZATION OR INDIVIDUAL WILLING TO AID STUDENT IN RELOCATION \_\_\_\_\_

YOUR OPINION OF COMMUNITY RESPONSE TO JAPANESE-AMERICAN STUDENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

YOUR OPINION OF CAMPUS RESPONSE TO JAPANESE-AMERICAN STUDENTS (Students, Faculty) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HAS THE ATTITUDE OF SPECIFIC ORGANIZATIONS BEEN DETERMINED? (American Legion, Rotary,  
Church Groups) Describe \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1942-43 YEAR

WHAT IS THE OPENING DATE OF THE FALL TERM? \_\_\_\_\_

HOW LATE MAY APPLICATIONS FOR ADMISSION BE ENTERED? \_\_\_\_\_

COULD EVACUATED STUDENTS BE ADMITTED? (If not, give reasons) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPROXIMATE NUMBER OF EVACUATED STUDENTS WHO MIGHT BE ACCEPTED Men \_\_\_\_\_

Women \_\_\_\_\_ Total \_\_\_\_\_

NORMAL COST OF ATTENDANCE, 1942-43? Tuition \_\_\_\_\_ Non-Resident Fees \_\_\_\_\_

Board & Room \_\_\_\_\_ Incidental Fees \_\_\_\_\_ Other Expenses \_\_\_\_\_

ARE ANY SCHOLARSHIPS OR SPECIAL FUNDS AVAILABLE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IS THERE A POSSIBILITY OF OUT-OF-STATE FEE EXEMPTION? \_\_\_\_\_

WHAT KIND OF WORK PROSPECTS ARE THERE FOR JAPANESE-AMERICAN STUDENTS? (work for cash,  
board & room cash) Men \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Women \_\_\_\_\_

HOW MANY EVACUATED STUDENTS COULD BE HOUSED ON THE CAMPUS? Men \_\_\_\_\_ Women \_\_\_\_\_

ARE THERE HOUSING FACILITIES IN THE COMMUNITY AVAILABLE TO JAPANESE-AMERICAN STUDENTS? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IS THERE RACIAL SEGREGATION IN HOUSING ON THE CAMPUS? \_\_\_\_\_

(over - IMPORTANT)

SUMMER SESSION 1942

WILL YOU HAVE SUMMER SESSION IN 1942? \_\_\_\_\_ Opening Date \_\_\_\_\_ Closing Date \_\_\_\_\_  
HOW LATE MAY APPLICATIONS FOR ADMISSION BE ENTERED? \_\_\_\_\_  
COULD EVACUATED STUDENTS BE ADMITTED? (If not, give reasons) \_\_\_\_\_  
\_\_\_\_\_

APPROXIMATE NUMBER OF EVACUATED STUDENTS WHO MIGHT BE ACCEPTED Men \_\_\_\_\_  
Women \_\_\_\_\_ Total \_\_\_\_\_

NORMAL COST OF ATTENDANCE, SUMMER TERM Tuition \_\_\_\_\_ Non-Resident Fees \_\_\_\_\_  
Board & Room \_\_\_\_\_ Incidental Fees \_\_\_\_\_  
Other Expenses \_\_\_\_\_  
ARE ANY SCHOLARSHIPS OR SPECIAL FUNDS AVAILABLE? \_\_\_\_\_

IS THERE A POSSIBILITY OF OUT-OF-STATE FEE EXEMPTION? \_\_\_\_\_

WHAT KIND OF WORK PROSPECTS ARE THERE FOR JAPANESE-AMERICAN STUDENTS FOR THE SUMMER  
TERM? (work for cash, board & room, other) Men \_\_\_\_\_  
\_\_\_\_\_

Women \_\_\_\_\_

HOW MANY EVACUATED STUDENTS COULD BE HOUSED ON THE CAMPUS? Men \_\_\_\_\_ Women \_\_\_\_\_  
ARE THERE HOUSING FACILITIES IN THE COMMUNITY AVAILABLE TO JAPANESE-AMERICAN STUDENTS?  
\_\_\_\_\_

IS THERE RACIAL SEGREGATION IN HOUSING ON THE CAMPUS? \_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL COMMENTS

THIS QUESTIONNAIRE HAS BEEN FILLED OUT BY \_\_\_\_\_

Signature \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

not  
usable

File:  
M. Reith

IMPORTANT NOTICE

This was not written for general distribution but is a copy of a campus visit report. For any publicity use, please omit names of people and relocation centers. The tone should be one of real appreciation of what the W.R.A. is attempting to do, urging cooperation with this federal agency in moving public opinion in the direction of accepting these evacuees for resettlement in the immediate future. The article "The Japanese in America" by an intelligence officer in October's **HARPERS** gives an excellent summary and should be widely read.

Marian B. Reith

12/21/42

THE TULE LAKE PROJECT - MERRILL, CALIFORNIA  
 "A Tule Lake 'College Campus' - on which a new SCA is born"

The Setting of a "Campus Visit"

Tule Lake W.R.A. Project is the second oldest of the W.R.A. projects for Japanese evacuees. It is situated in northern California, 34 miles south of Klamath Falls, Oregon, the nearest railroad terminal. The Tule Lake area has been a reclamation project and the site occupied by the camp is a lake bottom reclaimed from Tule Lake. There is an extensive agricultural project, devoted primarily to the growing of vegetables, and grain, with many colonists thus agriculturally employed.

There are 15,000 colonists, 900 of whom are now working in the beet fields of Oregon. The strongest motivation for outside labor is the possible discovery of independent jobs. As Oregon is in the prohibited zone there is no chance of discovering a job while on this outside work project. The governor and citizenry of Oregon are quite irate at the so called lack of patriotism of the evacuees in as much as only 900 have volunteered for this service.

Again the sole type of housing is barracks - arranged in seven wards made up of nine blocks in each ward. Fire breaks of empty ground separate the wards as the barracks are flimsily made of wood covered with tar paper. The barracks, 20 x 90 feet are divided into family units averaging about four families to a barrack. Each ward has one barrack each for a mess hall, recreation center, laundry room and two womens and mens wash rooms. The Caucasian Staff live also in barracks made into rather comfortable apartments with furniture sent from the Embassy Hotel in San Francisco which was taken over by the Navy. Those Caucasians not having separate house-keeping units eat in a Caucasian dining room where the food is excellent. Meals served to outside guests are 50¢, for residents 35¢. Visitors from authorized organizations are accomodated in the Caucasian barracks and Miss Breisemeister (National YWCA Secretary for work with Japanese) and I shared a barrack with ten teachers.

For the most part the colonists at Tule Lake formerly lived in Oregon and the Sacramento Valley, which means a rather large rural population, with a preponderance of Issei.

A College Rally

My original plan was to spend two days at Tule Lake but this was extended to a three day visit in order to carry through the minimum needs for forming a Student Christian Association and meeting Student Relocation questions. A notice was posted asking College Students and High School graduates interested in college to meet with me at 7:30 p.m. in one of the ward mess halls. The atmosphere was anything but conducive to an intercollegiate rally. About 30% were high school graduates. Fifteen colleges were represented with Sacramento Junior College having the largest number. An hour was spent discussing student relocation and a second hour devoted to the possibilities of forming a Student Christian Association. A planning meeting was set for the following evening.

Clergy, Agriculture and a Soul Searching Conference

The next morning was devoted to conferences with pastors. There is much greater strength in the Protestant clergy than is true of some Relocation centers. They have set up a Protestant Union Church which is really serving

the community. They had just completed a three day Christian Youth Conference with an excellent program.

A tour was made of the agricultural project. High School had been dismissed for two weeks to enable the young people to harvest the crops. While driving through the fields, a most searching and heart gripping conversation was held with a keen young colonist. It is hard to catch the soul stirring tones but the following is a summary:

1. He, like many of his intelligent friends had gone through a period of great despair and bitterness.
2. He had once gone to Japan and recognized the fallacy in the thinking of his friends which opportunistically said, "We can go to Manchuria or the South Seas after the war and get good jobs and be able to use our training in engineering etc.". But he said, once a Nisei you would never be received in Japanese controlled areas. We are it would seem youth without a country.
3. He was caught in the paradox of the Issei Buddhist pressure which admittedly looked askance on the Christian who had espoused a foreign religion so identified with Western imperialism while saying it was a world religion. The experience he and his friends were having made it hard to believe and interpret its basic commitment to the brotherhood of all men.
4. He had, he said, come through his bitterness and despair to know in his bones that the Christian faith and the democratic pattern of life were the only answer. How could he be effective in mediating his conviction and experience to the large number of Nisei who temporarily were neutral and lethargic but who he knew could not remain static but move one way or the other.

#### Student Counselling

The afternoon was devoted to student counselling on relocation. Approximately one-third of the twenty-one appointments were with high school graduates wanting to begin college. Nearly all needed financial aid. One artist and designer and one drama and dance major wondered if they should give up their outstanding genius in the light of the future. Engineering majors wondered if they should expend all their funds in a profession they might never be able to use. I have never seen as unbelievable a need for vocational guidance, and counselling of a general nature as in this situation where life had been completely uprooted and must be begun again under unknown and difficult circumstances. For these students, and their families facing basic decisions on relocation and beginning life anew, the factors are so involved there is indeed a crying need for guidance and counselling. I thought, in contrast, of the expert help available in the ordinary community where life could be considered relatively normal. Here an office person on relocation was the sole help provided.

Questions raised for The Student Relocation Council were:

1. Should not schools other than those of pure academic learning be opened for the students. The Rochdale Cooperative School and technical schools were asked for.
2. A good job of questionnaire distribution had been done.
3. Should they contact colleges on the list or wait to hear from the Student Relocation Committee.

#### A Box-supper Meeting

A supper meeting, 5-7 p.m., was held in a crowded recreation building. Twenty-five students, sat in a circle, ate box lunches and learned the story of what constituted an SCA, the Student Christian Movement and the WSSF. They considered for two hours what a Student Fellowship would mean at Tule Lake. They scheduled a planning committee meeting for the next morning and instructed it to work on purpose and function of such a student group at Tule Lake.

Tule Lake Student Relocation Committee

At 7:30 p.m. I attended a Student Relocation Committee meeting already scheduled.

With the chairman, a PhD. from the University of California, eight students and one Caucasian (board member of one of our SCA) carried through on an interesting agenda. They discussed the method to be used to complete their library of college catalogues from all colleges on the OKed list. These will be placed in the library for aiding students in relocation.

Forty-seven students have been relocated from Tule Lake. The Student Relocation Committee made plans to distribute the list to Caucasian friends who will be asked to write personal letters about transferred students, wherever they have a campus contact. It called to my attention the immediate need of dividing the list into regions and giving each regional secretary the names of students relocated in their region.

We discussed the need for clear interpretation to students of types of colleges, choice of vocations, discrimination to be encountered, the necessity of their being interpreters. Plans were set up for conferences on Saturday p.m. with members of the Student Relocation Committee.

A Student Association or A Student Christian Association

Thursday from 9-12, a group of ten students

discussed the purpose and function of the SCA. They felt a real need for bridging the gap between Buddhists and Christians and also for working with Buddhist students who have Buddhist family connections, but little in the way of an individual philosophy of life. If they formed an SCA would Buddhists participate in its program and fellowship? If they had only a Student Association would they not soon lapse into a service organization or social club. Two students had belonged to an SCA, which had had active Buddhist members. They felt that was the genius of the Student Christian Movement - that it was not evangelistic but emphasized the importance of a well thought through and lived out religious faith. They set up a four fold function:

1. To clarify, deepen and relate to life ones religious faith.
2. To keep alive the importance of higher learning.
3. To examine the social problems of our day and keep alive the conviction one must work towards the ideal society (even though in confinement).
4. To continue a relationship to the Student Christian Movement and WSSF and to be undergirded in the Student Christian Movement and in the WSSF by its fellowship.

All students present expressed the definite conviction that it should be a Christian Association and hoped it might be both incisive and inclusive.

Setting Up an Overall Board Requires an Interpreter

Thursday afternoon with Esther Breisemeister of the

YWCA, and Rudy Albrecht of the YMCA, we held a meeting of Issei and Nisei men and women. We discussed the community values of the total program of the YMCA and YWCA, including the Girl Reserves, Business and Professional, Young Matrons, Hi Y, and student, and worked towards an over-all board. An interpreter made possible a good if slow discussion. It was amusing to hear the interpreter laugh and say, "Students use too big word. It's hard to interpret what you say is the function of the SCA".

The Democratic Process "a must" - in the Thinking of Tule Lake Students

A final meeting

was held with the Student group in the evening. They discussed the need of :

1. A freshman club on the Why, How, and What of college.
2. A college rally to reawaken interest and determination about carrying

through on college plans for leadership and vocational training.

3. They were interested in working on the WSSF. An artist is eager to work on posters.

4. A poet in "Who's Who" will send in a Sonnet on Evacuation to the Inter-collegian.

5. They look forward toward making a display for the program clinic at Asilomar even though unable to attend.

6. They are so eager for outside contacts with local associations. Address communications to the acting chairman Waichi Takiguchi, 5903A, Tule Lake, W.R. A. Project, Merrill, California.

The selection of officers was again delayed for they felt they must be voted on by the membership. They decided to call a meeting Monday night for the formation of a SCA and acted as a nominating committee for the selection of candidates. Careful and fundamental thought had gone on for hours. Action had to be tempered by a strong conviction about the democratic process.

### Trends and Problems

#### I. Equipment

1. There is not a green tree or bush in the entire camp. The dust was inches deep in spite of the snow storm the first day.

2. The housing is somewhat better than Manzanar, available lumber making it possible for the colonists to make partitions.

3. There is a furniture factory which has made possible chairs for the school rooms.

4. Tule Lake is equipped with coal stoves - which provide heat but dropped a continuous cloud of smoke over the "city".

5. There is very limited space for meetings, which with the coming of winter will make assemblies difficult.

#### II. Tensions

1. There is very real Issei-Nisei tension. The attitudes and strength of the Issei group seems to be increasing. In a vote on two major questions the Issei have determined policy - one was the proposed broadcast from within the project. This was voted down strongly by Issei strength. The last question was a building and equipment for moving pictures which was not favored by the Issei and voted down. There seems to be a growing conformity by the Nisei to the wishes and attitudes of parents. The gulf between the two groups provides great tension in such close confinement.

2. Buddhist-Christian relationships are somewhat reversed in camp. The Buddhists find this concentration of Japanese, leads to greater potential strength. Some use is apparently made of the breakdown of the Christian concept of world brotherhood, love and the democratic way of life in their holding up of the Buddhist faith. The Christian church has a strong organization. There is need for some way of bringing the two groups together in places where there is mutuality of concern.

3. The Caucasian staff is generally very fine. They valiantly seek to set in motion constructive forces in the community fast enough to cope with the uncertainties, disillusionment etc., which tear down morale.

A partial divorcement of the Caucasian Staff from the Japanese was noticeable. Two illustrations. Three Caucasians of fine Student Christian Movement background were brought in as participants in all our meetings. We discussed interracial inclusiveness and faculty student relationships. Yet in actual organizational planning

I saw little indication that they intended to encourage Caucasian participation.

One of the top staff members who gave up a grand college job to do this work because of his concern about this problem, was suggested as a resource. The comment was - "He wouldn't understand our problems". It is so important that the SCA begin to break down this very real division.

### III. Student Reaction

1. A much larger number of high school graduates participated in all meetings and showed a very great desire to have a program meeting their needs.
2. This group also burst into enthusiasm at the point of the Student Christian Association discussion rekindling in them the awareness of the importance of education.
3. It was a most deliberate group - determined to be clear on philosophy and function and democratic in the procedures of organization.

The group discussion was searching and profound especially on the statement of purpose. One student summarized the discussion finally by saying, "Our SCA needs to be Christian, not in evangelistic passion which is the task of the church, but in a love for all people and a concern for society which stems from our Christian faith". This should not be a barrier to Buddhist students, or those with no religious faith.

### Basic Needs Which Wring One's Soul with Their Urgency are:

I. A national plan for resettlement, with adequate information given colonists. This plan on a national scale is needed to:

1. Adequately fit the Japanese evacuees into a job where their best contribution can be made to society.
2. To prevent hit or miss grabbing of any known job to gain freedom.
3. To guard against opportunism and to provide for some experimentation in cooperative ventures.

II. Counselling - Isolated as they are, rumor takes the place of facts regarding thought and action in the outside world. They need to know what actual situations will confront them in relocation and be prepared to make the choice intelligently with adequate preparation for the readjustment.

III. Continuing illustration of the fact - that there are individuals and groups "on the outside" who deplore mass racial evacuation as undemocratic and unchristian - who share in their fellowship of suffering and who call forth their cooperation in mutually striving towards a more effectively functioning democracy.

One such group is the Student Christian Movement, which in making real its fellowship, purpose and program, can answer the young evacuees question - "How shall I give evidence to my young Nisei friends that the Christian faith and democracy though temporarily to be challenged in the situation we face are the only bed rock of reality upon which we can build the structure of a new society?"

Marian Brown Reith

National Student Secretary  
Asilomar Region

mbr/gt  
November 5, 1942  
715 S. Hope Street  
Los Angeles, Calif.

# A NEW STUDENT CHRISTIAN ASSOCIATION on the "Manzanar Campus"!!

A general policy has been that

A Student Christian Association should be started when and where:

1. There is a strong student group desiring the fellowship and program of the Student Christian Movement.
2. Where there is strong student leadership.
3. Where there is strong advisory leadership.
4. Where there is administrative interest and cooperation.
5. Where there are needs in the student locale which a Student Christian Association can meet.
6. Where national leadership can give it the necessary undergirding.

From all reports, Manzanar Relocation Center near Lone Pine, California, was such a place. Three days therefore were set aside by the Regional YWCA Secretary to discover what might be done. Manzanar is 220 miles from the nearest railroad terminal in the desert bordering Death Valley and at the foot of America's highest mountain, Mt. Whitney. The only transportation is by bus which frequently has standing room only. Dust, wind, and the "beauty" of a barren wilderness engulf one along the 225 miles from Los Angeles. Even with such preparation one is hardly prepared for the city which is Manzanar. Hundreds of tar-paper covered barracks break the sea of colorless sage brush which runs from the highway to the foot of the mountains. A barbed wire fence marks the confines along the highway - more recently erected to mollify an irate congressman who considered such evidence of freedom, even in such isolation, entirely out of line with the safety of our democracy.

Passes were examined by a Military Police and again by the interior police and the secretary was free to proceed with a new kind of campus visit. The community is comprised of 10,000 men, women and children. Administrative offices, schools, orphanages, hospitals, mess halls, and families are all housed in the self-same type of barrack. These are 90 feet long and 20 feet wide - 30 beams to a barrack. Families are assigned 1 beam per person for living space. My guide, a graduate of the University of California, and leader in the YWCA had 7 in her family and so occupied a barrack of 7 beams, (21-20) but there could be no partitions for there is no available material. Brothers, sisters, father and mother have lined their army cots up in a row, piled their baggage along the wall and proudly display two orange crates and one small table as the only articles of furniture. Stoves are coming. Such has been the hopeful refrain for weeks, but with snow on the mountains last week, barracks were so cold schools had to be dismissed for two days.

There are fifty teachers for kindergarten, elementary, and secondary schools. These by and large are beacons of hope and courage for the children are being trained by Caucasian teachers, who have elected to forget comforts, splendid school equipment, friends and family and in some instances, tenure, to cast their lot in with the future of this sorely tried group of the people of America.

One seems never to be ready for the deprivation accorded people through war. School buildings and equipment are ordinarily the pride of California from kindergarten through High School!!! At Manzanar, California, through open doored barracks, one sees rooms teeming with bright eyed children and youth, a Caucasian teacher on a stool and around her with newspapers the only chairs, children seeking an education. No black boards, no study halls, no desks, only an eagerness to learn

and devoted teachers.

The High School superintendent sat in a larger barrack with 600 children (1387 are in high school). This was study hall. He had come from New York and his first words were, "What shall I do? They can't study here. There is no chance to study in the congested space they call home."

Quite in contrast to the unbelievable inadequate equipment is the spirit of the Caucasian staff who with them seek to build a community which can undergird them while they wait for resettlement.

Conferences began with the Project Manager, the Director of Community Service, the Assistant Director (an ex-YWCA Secretary), the Superintendent of Education, Director to Adult Education, etc. The result was not only administrative blessing but active and eager cooperation with the Student Christian Movement.

The first meeting was with the YWCA Staff in the YWCA Building, a barrack with a YWCA Triangle which, much to the regret of the girls, got painted red. A davenport, lamp and chairs furnished by the YWCA Committee in Pasadena which valiantly through the summer gathered equipment for the YWCA needs at Manzanar, made this the most attractive spot in camp. No curtains yet, no floor covering, but the beginning of a bit of atmosphere. Three national YWCA Secretaries have visited here, and the result already is a YWCA Building, five full time Japanese secretaries, a Girl Reserve program, Young Matrons group, social activities and a real YWCA dormitory.

How I wish girls from our many YWCA residences could visit this residence in which sixteen girls feel so privileged and happy. Each is allowed a beam apiece for her bed, orange crate bureau. Four beams have been held out for a living room and two beams for luggage and ironing room. There is a card table, a desk chair and a lamp in the would be living room, and each girl has a folding chair (a priceless possession) from Pasadena. A charming matron is building the YWCA Community spirit among these sixteen girls who are without family ties.

In this community, I found "a campus", not buildings, but students and faculty eager to discover a way that learning and college life may continue in spite of enforced evacuation.

The director of adult Education had almost completed arrangements with a Junior College to give three lower division courses. Arrangements had been made for some extension courses, but so far the educational goal and hope of the hundreds of college students and high school graduates had been engulfed in disillusionment, despair and preoccupation with the immediate adjustment to jobs which pay \$9.00, \$12.00 and \$19.00 providing a little spending money.

Notices were placed on mess hall bulletin boards at dinner announcing that at 7:30 a meeting of college students, and high school graduates interested in college would be held in the YWCA building to discuss with the National Student YWCA Secretary the needs of college students at Manzanar.

In spite of only 1½ hours notice, sixty-five college students gathered promptly. The piano was so squeaky we sang college songs acapella. Introducing ourselves, we discovered an intercollegiate group from twelve different colleges, with UCLA predominating, and six high schools. Men and women were about equally represented. And what a group of leaders, with students, graduates and undergraduates, many of whom had been active in their college Christian Association.

We set out to discover the students needs at Manzanar. (In spite of this being the oldest War Relocation Center, this was the first time the student group had come together). Ideas came thick and fast. (1) Of course, intercollegiate fellowship was discovered to be the first need. They realized how rich could be the community life with students from such a wide variety of colleges. (2) Discussion groups and open forums on affairs of the world at large. (3) Discussion of a philosophy of life which might be adequate for their extremely difficult adjustment and which could provide hope and endurance for the future. (4) Undertaking of community projects sensed by college students and undertaken together. (5) Adequate interpretation of the Student Relocation work. (6) Contacts with students and leadership in the "outside world" as they phrased it.

The thought of forming a Student Christian Association which might bring them together, mutually reinforce them, keep alive their eagerness for higher learning, help them to be informed about the problems of the world from which they had almost decided they were forever shut out, and contacts with the Student Christian Movement, and the W.S.C.F., through visits, material, letters, and exchange of ideas was a possibility so heartening, they immediately appointed a Committee on Ways and Means to meet at nine the next morning with the Student Secretary.

At this meeting, a cabinet, advisory board and a full time Student Christian Association Secretary were selected with personnel joyously accepting responsibility.

On this cabinet, besides the president, there are the following chairmen: (1) Discussion groups and open forums, (2) Student Relocation, (3) Community Service, (4) Public Relations, (5) Philosophy of Life, (6) Social, (7) Vocational Guidance, (8) and YMCA and YWCA representatives (parent organizations). Each chairman already has a committee. An office is arranged for the full time paid Student Christian Association Secretary, a meeting on cooperative set for Friday night and a regular cabinet meeting time selected. The Student Christian Association of Manzanar has joined the Student Christian Movement fellowship.

What does this mean to the Student Christian Movement as a whole:

1. That once again it has moved in where students need its purpose, program and fellowship.
2. That ways must be discovered to meet this crying need in all War Relocation Centers.
3. That the W.S.S.F. must be pushed and adequate allocation be made for scholarships for these students. On the whole, this fine group of college students have very little financial backing. This, with the limited scholarship aid resulted in only fourteen Manzanar students being relocated in September and considerable dejection and discouragement resulted. One second year medical student and YWCA member of the University of California added her voice to that of thirty other individual questioners "What are my chances for work opportunities and financial aid so I may finish my medical education?"
4. Local Associations can help greatly by sending Association papers, materials and college papers to the president - Henry Iskiguko. They are undertaking a project of converting a barracks into a college hall. Pennants, magazines and any shipable college atmosphere would be greatly appreciated.
5. All speakers and national leadership should be routed via Manzanar. No reception on any other campus can compare with the eagerness of the group for outside contacts.
6. Denominational student leaders as well as YMCA and YWCA should cooperate in nurturing this eager, but isolated group.

7. They dream of sending a delegate to a student conference. It can't be Asilomar. Could we discover ways and means for it to be Estes?

This is definitely a war emergency into the Student YWCA must needs move quickly. At the same time that student relocation work is being pushed, this group of over 2000 college students remaining in ten Relocation Centers need desperately the program of the Student Christian Movement. Forming of such Association groups cannot be postponed for these are the weeks and months when the fellowship program and undergirding of the Christian community of the Student Christian Movement can actually make the difference between disintegration and courageous hope for many in this leadership group.

The experience at Manzanar would indicate that student and faculty leadership, administrative cooperation and eagerness of the students for the organization of Student Associations are far and beyond the ordinary college campus when new associations are started.

As the Student Christian Associations carry on in caves and temples in China, as the Student Christian Movement reminds students in prison camps that the eagerness for learning need not be distinguished by incarceration, so the intelligence of the minority group may be conserved and enlarged through fellowship in the Student Christian Movement and the World's Student Christian Federation.

## ANNOUNCEMENT

With Regard To

### A COUNCIL FOR THE WELFARE OF AMERICAN STUDENTS OF JAPANESE ANCESTRY

On January 27, all County and City employees of Japanese parentage in Los Angeles were discharged for the duration of the war. Similar action is being contemplated in the Bay Region where many U. C. graduates are employed. Furthermore, all State civil service positions have been closed to the Nisei, for no new appointments are being made.

Powerful interests and numerous super-patriots, such as, John B. Hughes and Henry McLemore, have been advocating the removal of all Japanese from the Coastal States. All these movements in some way affect the Nisei students, their friends, and their relatives. Machinery must be set up now to cope with these and future situations.

It was the unanimous decision of the students present at the general meeting called on Sunday, January 25, to set up an Advisory Committee to work toward this end. On January 28, a committee chosen from among those present at the first meeting, completed arrangements for the following general plan:

#### I. Organization

- A. There will be an all-Caucasian advisory board, consisting of representatives from the Office of the Dean of Undergraduates, International House, Y.M.W.C.A., American Civil Liberties Union, University Faculty, and some specialist in race problems.
- B. A student committee, working in close collaboration with the Advisory Committee and tentatively set up as follows:
  1. Chairman and Vice Chairman
  2. Three staffs of workers: Secretarial, Financial and Public Relations.

and

This committee is made up of voluntary workers, official representatives of Nisei student organizations on or near the campus, i.e., J.S.C., J.W.S.C., Fellowship, Buddhist Group, etc. It is not a closed group and any student may sign up for work on any of the staffs.

#### II. Functions

- A. Facilitate any action students may wish to take. For example, protests against statements by men like Hughes on the radio and McLemore in the press would be ineffective if brought up by students alone. The committee, through contacts with influential men and organizations, can make their protests felt or perhaps even bring pressure upon authorities to invoke the Espionage Act which provides heavy penalties for anyone found guilty of spreading race hatred during war.
- B. Advise individuals and student groups as to types of activities in which they can be most helpful or in which they can avoid trouble.
- C. Contact influential Caucasians to speak in behalf of the Nisei. For example, Nisei who are in the Army or Civilian Defense are in no position to advertise their contributions.
- D. To provide information to the Niseis to prevent the underestimation of the gravity of the situation.

#### III. Method of Contact: Any student may contact the committee through any of the following organizations or individuals:

- A. Student Chairman or Vice Chairman
- B. Official representatives of any of the Nisei campus groups
- C. Any member of the A.S.U.C. Student Relations Committee
- D. Information Bureau at International House

This council is not an exclusive group and will cooperate with any existing organization concerned with the welfare of racial minorities, such as, the International Institute, the J. A. C. L., and the Northern California Committee for Fair Play.

A meeting of the student committee will be held in the very near future. Those who are interested in attending are requested to contact any individual or organization listed under section III.

# NATIONAL STUDENT RELOCATION COUNCIL

## WHAT IS THE NATIONAL STUDENT RELOCATION COUNCIL?

A number of organizations last spring began the work of finding college opportunities for students now in Assembly and Relocation Centers. In order to make this work more effective the War Relocation Authority, with the hearty approval of Assistant Secretary of War, John J. McCloy, requested Clarence Pickett, Executive Secretary of the American Friends Service Committee (Quakers) to form a Council of distinguished educators which would bring together those persons and agencies who had been working on the problem. In response to this request, educators, representatives of organizations dealing with student placement, and officials from the interested government agencies met in Chicago on May 29. This group established the National Student Relocation Council, of which Dr. Robbins W. Barstow, President of the Hartford Seminary Foundation, has been named National Director.

All the groups which have been aiding in student relocation were asked to join in the work of the new organization. In particular, the agencies already active in the West have been asked to form the West Coast Committee of the National Student Relocation Council. President Robert G. Sproul, President of the University of California, is chairman of this Committee and its Executive Secretary is Joseph Conard, formerly Secretary of the Student Relocation Committee.

## WHAT IS THE WORK OF THE NATIONAL STUDENT RELOCATION COUNCIL?

The national office of the Council in Philadelphia will approach Midwestern and Eastern colleges and universities to find openings for student placement. In addition it will attempt to raise scholarship funds.

The West Coast Committee will assemble information concerning all students who planned to attend college or university during 1942-43 or those who because of changed conditions now wish to do so.

## HOW WILL STUDENTS BE SELECTED?

The first step in the West Coast program is the distribution of questionnaires. The National Student Relocation Council hopes, through these questionnaires, to form as complete a picture as possible of student needs and desires on the college or graduate school level. It is therefore important that all students who are eligible for college or graduate school answer this questionnaire even though they may not wish or be able to continue their education this fall, and even though many may have already answered other questionnaires.

Representatives of the National Student Relocation Council will bring the questionnaires to each Center, explain them, and work out plans for distributing them. The method of distribution and collection may differ in the various centers, but in each center arrangements will be made for returning the completed questionnaires to the nearest office of the National Student Relocation Council.

Students who are not living in centers may apply by mail to Joseph Conard, National Student Relocation Council, 2538 Channing Way, Berkeley, California, for questionnaires and should return them, filled in in triplicate, to the same office.

When the questionnaires, together with college and high school transcripts and letters of reference, have been assembled, a committee of college deans, registrars and student counselors will carefully study these records and recommend the students who seem best fitted for placement. The selection will be based on scholarship and qualities of character, adaptability, and leadership. It is hoped that in as many cases as possible counselors may consult personally with students as to college needs.

## TO WHAT COLLEGES CAN STUDENTS GO?

While the information concerning individual students is being collected and studied in the West, the Council staff in the East will be seeking college openings. There are limitations of time and circumstances upon the program of student relocation and it is not yet certain what colleges can offer placement. With the changing conditions of war time it is impossible to predict how many openings there will be. However, within the limit of the possibilities the Council will try to find openings for students in the kinds of institutions they most desire.

## HOW WILL COLLEGE EXPENSES BE MET?

It is too soon to determine the amount of scholarship aid that will be available to students this fall. It is important therefore that students who can pay all or part of their expenses for study and travel to the East should do so. The Council will assemble all possible aid for those who cannot meet their own expenses. A number of colleges will offer opportunities for students to help pay their expenses by part-time work.

## CAN THE COUNCIL HELP STUDENTS AFTER THEY REACH COLLEGE?

The Council will consult in advance with the colleges to which students go as to satisfactory living arrangements. Student associations and other groups connected with the Council will help the students after their arrival to find friendly contacts in their new college communities.

## WILL STUDENT RELOCATION BE POSSIBLE AFTER THE FALL TERM?

It is hoped that some of the students now wishing to attend college who cannot find placements in the fall of 1942 will be able to enter at the beginning of subsequent terms. The Council plans to continue its program as long as it can be effective.

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Please inform the National Student Relocation Council immediately if your address is changed.

---

NATIONAL STUDENT RELOCATION COUNCIL  
WEST COAST OFFICE  
2538 Channing Way, Berkeley, California

*National Japanese American Student Relocation Council*

**AMERICAN FRIENDS SERVICE COMMITTEE**

**20 SOUTH TWELFTH STREET  
PHILADELPHIA, PENNSYLVANIA**

---

Name of college.....

Location.....

Type of training offered. (Liberal arts, agriculture, engineering, etc.).....

.....

Approximate enrollment. Men.....Women.....

Control of institution (public, private, denominational, etc.).....

Date of opening of fall term, 1942.....

Could properly qualified evacuated students be enrolled?.....

If so, approximate number. Men.....Women.....

Normal cost for academic year 1942-43: Tuition.....Board and Room.....

other fees.....Total.....

Are any scholarships available, and if so, in what amounts?.....

Could any of the expenses be waived or reduced in this emergency?.....

What work opportunities would there be on or off campus for men?.....

.....

What work opportunities would there be on or off campus for women?.....

.....

Would these students be accommodated in campus dormitories or off campus?.....

Did you have any Japanese or Japanese-American students last year?.....

Have you already enrolled any for next year? If so, please report their

Names

Class

Prior Enrollment

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

If these are evacuees, did they make direct application in the usual way or was the contact through some other channel?.....

Are they now outside the restricted areas, or are they yet to be certified and released?.....

If the latter, what are their present addresses?.....

What campus and community organizations will cooperate in sponsoring these evacuee students?.....

How do you estimate public opinion in your community with respect to this problem?.....

How do you appraise campus opinion among students?.....

How do you appraise campus opinion among faculty?.....

Can you designate a faculty or community leader to serve as liaison person between this office, the campus,  
and the community?.....

*This questionnaire has been filled out by*

Name.....

Address.....

Additional comments:.....

*Please return as soon as possible to*

**ROBBINS W. BARSTOW, Director**  
***Japanese American Student Relocation***  
**20 SOUTH TWELFTH STREET**  
**PHILADELPHIA, PENNSYLVANIA**

*don't understand*

Form ~~II~~

Check Initials:

2.

H. Sch. \_\_\_\_\_

Entered in Registration Book- - - - -)

Numbered - - - - -)

College \_\_\_\_\_

Questionnaire numbered \_\_\_\_\_)

A's & B's' \_\_\_\_\_

I in Untouchable file- - - - -)

Card indexed - - - - -)

College C's \_\_\_\_\_

Assigned to special worker  
(has college acceptance)

Graduate \_\_\_\_\_

Preliminary Sifting

Reader 1 - - - - -

Reader 2 - - - - -

Postponed (H. S. st. below B. ave. \_\_\_\_\_)

For H. Sch. A's & B's, Col. A's & B's, and Graduate Students:

Transcripts sent for - - - - -

References sent for - - - - -

Folder made - - - - -

Super-checked - - - - -

Charted - - - - -

For College C's :

Reader 1 \* \* - - - - -

Reader 2 - - - - -

Reader 3 - - - - -

Transcripts sent for - - - - -

References sent for \* \* \* \* \*

Folder made - \* \* \* \* \*

Super-checked - - - - -

Postponed - - - - -

Charted - - - - -

(High School Grad.)

Form ~~A~~ <sup>3</sup><sub>2</sub>

Record No. Vocation

Denomination

Composite Rating

Major

Scholarship Rating:

Grade Points (College):

Grade Average (H. S.):

M F

Single

Married

Class  
entering

Fresh.  
E. 1. 2.

Soph.  
Junior

Senior  
Grad.

Personal Factor Rating:

Activities:

Work Experience:

Former

Colleges:

College

Preference:

Funds: \$..... Remarks

Other Work Skills:

References Rec'd: 1..... 2..... 3.....

College

Recommended: ..... Date

College

Acceptance: ..... Date

*College students*

*Form BT-6*

Record No.

Vocation

Denomination

Composite Rating

Major

Scholarship Rating:

Grade Points (College):

Grade Average (H. S.):

M F

Single

Married

Class  
entering

Fresh.  
E. 1. 2.

Soph.  
Junior

Senior  
Grad.

Personal Factor Rating:

Activities:

Former

Colleges:

College

Preference:

Work Experience:

Funds: \$

Remarks

Other Work Skills:

College

Recommended:

Date

College

Acceptance:

Date

References Rec'd: 1 2 3

Graduate students

Form 31c

Record No.      Vocation

Denomination

Composite Rating

Major

Scholarship Rating:

Grade Points (College):

M      F

Single

Married

Grade Average (H. S.):

Class  
entering

Fresh.  
E. 1. 2.

Soph.  
Junior

Senior  
Grad.

Personal Factor Rating:

Activities:

Former

Colleges:

Work Experience:

College

Preference:

Funds: \$      Remarks

Other Work Skills:

College

Recommended:      Date

References Rec'd: 1      2      3

College

Acceptance:      Date

Form 196.

JAPANESE-AMERICAN CANDIDATE FOR IMMEDIATE RELEASE TO CONTINUE EDUCATION

1. NAME:  
(last) (first) (middle)
2. SEX: 3. AGE: 4. CITIZENSHIP:
5. PRESENT ADDRESS:
6. LAST PERMANENT ADDRESS:
7. EDUCATIONAL STATUS:
8. ACCEPTED BY:
9. COURSE OF STUDY:
10. TERM BEGINS:
11. SPONSORSHIP IN NEW COMMUNITY:
12. FUNDS FOR MAINTENANCE:
13. LIVING ARRANGEMENTS:
14. REFERENCES:
15. IMMEDIATE PROBLEM:

NATIONAL STUDENT RELOCATION COUNCIL  
WEST COAST OFFICE  
2538 Channing Way  
Berkeley, California

Please return this form to:

NATIONAL JAPANESE AMERICAN STUDENT RELOCATION COUNCIL  
1201 Chestnut Street, Philadelphia 7, Pa.

Re: \_\_\_\_\_ File # \_\_\_\_\_

By: \_\_\_\_\_

Please give your estimate of this student by placing an "X" at the appropriate points on the evaluation lines below and by giving your opinion of his or her "personal promise" as a college student in the space provided at the end. Please supplement your estimate in the space for "Comments" with information which you feel would make us better able to judge the student.

OUTSTANDING      SUPERIOR      AVERAGE      WEAK

1) Industry and seriousness of purpose      /      /      /

Comments: \_\_\_\_\_

2) Ability to cooperate with and show a concern for others      /      /      /

Comments: \_\_\_\_\_

3) Ability to assume leadership, take initiative and carry responsibility      /      /      /

Comments: \_\_\_\_\_

4) Emotional stability, poise, and adjustability      /      /      /

Comments: \_\_\_\_\_

5) Social acceptability, personal appearance, attractiveness, neatness      /      /      /

(i.e. Ability to create good feeling and thus aid the relocation program)

Comments: \_\_\_\_\_

(over)

# Interests in activities:

Please check the activities in the space which shows the degree of participation. If you are not familiar with this aspect of the student's life, feel free to leave the line blank.

Church groups  
YMCA-YWCA  
Scouting, etc.  
Athletics  
Student government  
Public speaking  
Music  
Others

LEADER	ACTIVE	INTERESTED

In the space below, please give us your frank opinion of this student. Information on the following items is especially useful: integrity and honesty; ability to adjust to a new and possibly difficult environment; general health; loyalty to American ideals; and church affiliation and interest.

*Amerman*  
*File - 1*

Your relationship to the student: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Title or occupation \_\_\_\_\_

*File*  
*Misc*  
C O P Y

## EDUCATIONAL INSTITUTIONS APPROVED FOR STUDENT RELOCATION

Supplement 4  
April 1, 1943

Billings Polytechnic Institute, Billings, Montana  
Chillicothe Business School, Chillicothe, Missouri  
Coyne Electrical and Radio School - 500 Pauline Street, Chicago, Ill.  
DuBose Memorial Church Training School, Monteagle, Tennessee  
Grand Junction Junior College, Grand Junction, Colorado  
Hanson Mechanical Trade School, Fargo, North Dakota  
Howard University, Washington, D. C.  
Montana State College, Bozeman, Montana  
Otsego School, Edmeston, New York  
Pratt Institute, Brooklyn, New York  
Protestant Episcopal Theological Seminary, Alexandria, Virginia  
Schauffler College of Religious and Social Work,  
5115 Fowler Avenue, Cleveland, Ohio  
Simmons College, Boston, Massachusetts  
Yale University, New Haven, Connecticut

3 copies  
- Buson

Rec'd

4/9/43