Funds

NATIONAL STUDENT RELOCATION COUNCIL
San Francisco, California
January 4, 1943

FINANCIAL AID OFFERED BY COLLEGES FOR JAPANESE-AMERICAN STUDENTS
As of December 31, 1942

Remissions in fees:	$18, 350
Scholarships:	57, 730
Work Opportunities: (Definite awards or estimated, On campus or off)	31, 350
Total Known Aid Available through college sources:	$ 107, 430

Notes:

1. Private Schools: The major contributions are made by private colleges which are sympathetic to the relocation program and which are not prevented by legal restrictions from giving financial aid to individual students. The governing boards of such colleges are free to grant remissions, scholarships and employment awards of specific amounts at their discretion, and have been, for the most part, very generous in their subsidy of the Japanese-American students seeking to reestablish themselves and pursue their education.
   (Swarthmore, Smith, Wellesley, Wells, Temple University, Amherst, Radvliffe)

2. Public Colleges: The smallest contribution has been made by public institutions, which are by law prevented from granting extraordinary privileges to individuals. Similarly, they are prevented from accepting out-of-state students in certain schools of instruction, and from considering them for state-granted financial aid. The utmost help of this type from public institutions has been made possible by the classification of evacuees as citizens of the states in which they are residents on a Relocation Project, thus releasing them from payment of the non-resident fee as citizens of the West Coast area. (Texas, Wyoming) On the other hand, the cooperation of these schools has in many cases been magnificent as they have rallied to the support of truly democratic ideals, and their student groups have responded most pratifyingly to the challenge in their support of the college project and the reception of the students.
   (Universities of Nebraska, Idaho, Wyoming, Toledo, Texas, Cincinnati...)
   While the contribution of these public institutions in cash is small, morally their support has been invaluable in persuading smaller private institutions to open their doors and to offer financial aid.

3. Other Aid Through the Colleges: In addition to the subsidy of students through funds of the colleges themselves, they have many times been the agents for the distribution of funds collected for the purpose by special groups, such as alumnae of the college, whose funds must be used in their own Alma Mater; student groups within the college whose sympathy attains this practical demonstration of sincerity. These indirect contributions do not always show in the above figures.

4. Denominational contributions, both through colleges and directly to individuals have been generous, and usually do not appear above.

5. There have been substantial contributions made personally, some through this Council, some through the colleges, and some directly to individuals, many of which do not appear in the above totals.

(N.B.: The attached sheets give totals beside the names of individual colleges, but should not be regarded as absolutely complete in all cases.)

early org.

Duplicate

REPORT OF PROGRESS

(West Coast Section of National Student Relocation Council)

July 13, 1942

1. After the freezing orders came out, and prior to the evacuation of the Japanese into assembly centers, the student relocation committee, which was a predecessor of the National Student Relocation Council, helped approximately seventy-five students relocate themselves in colleges and universities in the East.

2. Since the establishment of the National Student Relocation Council on May 29th, a questionnaire has been prepared (copy attached), and has now been distributed to interested students ~~and~~ in every assembly center, and is in the process of being distributed in Relocation centers. The work of tabulating the fifteen hundred odd questionnaires which have thus far been received at our three offices, Seattle, Berkeley, and Los Angeles, is in progress. The work has begun on the task of writing for college and high school transcripts and letters of reference on each student qualified to go East to school.

3. Apart from the general program of surveying the total college need amongst evacuee students and trying to meet it, we are trying to secure travel permits and orders of release for more than one hundred students who have already been accepted in Middle Western and Eastern colleges, many of them for summer sessions. Of this number, one has received his travel permit and left for St. Louis July 6th; five have all necessary documents in our hands and we are waiting approval by authorities in Washington D. C. of the colleges to which they are going; twenty-eight have all the necessary documents on file with us, except community and Washington D. C. approval; twenty-two have their documents almost complete; eight have been accepted by colleges within the Western Defense Command, and will, therefore, have to apply elsewhere. The remaining forty are still in the preliminary stages.

4. The machinery and office staff for handling the work from now on has at last been built and assembled. Attached is an organization chart describing the work in the main West Coast office in Berkeley.

Enclosed also are a printed statement describing the work of the Student Relocation Council, which was distributed to students in the centers when they received their questionnaires.

Good for background

Notes with Joe Conard 12/19/42

NATIONAL STUDENT RELOCATION COUNCIL

REPORT OF PROGRESS
West Coast Section, Berkeley Office

up to July 25, 1942

Confidential: NOT TO BE RELEASED TO THE PRESS OR PUBLIC IN ANY MANNER

HISTORY

During late March and throughout April, after the freezing orders were issued and prior to the evacuation of the Japanese into Assembly Centers, the Student Relocation Committee, predecessor of the NSRC, helped approximately 75 students to relocate themselves in colleges and universities to the east. Particularly active was the Northwest office under Robert W. O'Brien, Assistant to the Dean at the University of Washington, with the enthusiastic and effective support of Ruth Haines and M. D. Woodbury, secretaries respectively of the University Y.W.C.A. and Y.M.C.A. in Seattle. Of the 458 nisei enrolled at the University of Washington December 7th, 58 were relocated prior to the Evacuation. (Some were frozen & needed special permits from WCCA) Cal. Bartel,

Formed at meeting held at Univ of C. YWCA - called by Richard Mills, Regional Secretary, Pacific Southwest, Student YMCA. Meeting of Y people & others - Univ, Friends, Kanai - etc whole West Coast U of Wash people etc, This meeting created Student Reloc. Comm. decided to form meeting - decided to employ Joe Conard.

just a little, unofficial thing - waiting for Gov't action.

May 5. Milton S. Eisenhower of the War Relocation Authority requested Clarence S. Pickett of the American Friends Service Committee to form a Council of distinguished educators which would bring together those persons and agencies who had been working to relocate evacuee students from the West Coast.

This ~~was~~ unrelated to SRC

May 21. Assistant Secretary of War John J. McCloy wrote to express his hearty approval of the student relocation idea and the establishment of a Council to carry it out.

May 29. Educators, representatives of organizations dealing with student placement, and officials from the interested government agencies met in Chicago and established the NSRC. Dr. Robbins W. Barstow, President

SRC representatives there.

of Hartford Theological Seminary, was named National Director. The Council was divided into two sections, the eastern with offices in Philadelphia to find college openings and raise scholarship money, the western with offices in Berkeley, Los Angeles, Seattle and Portland to assemble information about the students. Executive Secretary of the West Coast section is Joseph Conard in Berkeley.

Barlow, himself, headed East, Was to 1) contact schools, 2) work with gov't, 3) get money 4) direct policy

During the month of June a questionnaire was prepared, arrangements were made with the Wartime Civil Control Administration for carrying on the work of the Council in the Assembly Centers, offices were found and staffs assembled, procedures worked out in detail, not only for distributing and collecting questionnaires and interviewing individual students in Assembly Centers in keeping with the Directive issued to us by order of Colonel Karl R. Bendetsen; but also for trying to arrange for the immediate release and travel permits of students already accepted, many of them for summer sessions, and for the tabulating, handling, analysis and rating of questionnaires when received at the various offices. Priceless help was provided at this stage by Marjorie Page Schauffler, on vacation (!) from her work in the Refugee Section of the American Friends Service Committee in Philadelphia.

During the first two weeks of July every Assembly and Relocation Center was visited and questionnaires distributed and collected. In most of them, general meetings open to all interested students were held, at which the program of NSRC was described in detail and questions pertaining to it answered.

July 4. The first student to receive a release and travel permit under the auspices of the NSRC left Tule Lake Relocation Center for

1942 honors student at Cal. medal in camp.

St. Louis. He is Harvey Itano, medalist from the University of California, A grades in all his undergraduate work, now studying at the Medical School of St. Louis University. (A month late to school —)

Committee offices at Y.

July 4. The Berkeley office moved from the attic of Stiles Hall (University Y.M.C.A.) into the Anna Head School (4 large classrooms for offices downstairs, 6 bedrooms and a sleeping porch for out of town staff workers upstairs).

July 4. First large batch of questionnaires arrived at Berkeley office from Tanforan.

July 12. (Sunday) Peak day in the arrival of questionnaires at the Berkeley office -- 153 from Turlock, Stockton, Pinedale and Fresno Assembly Centers.

July 21. First questionnaires ready for analysis by counselors and raters (all documents received: college and high school transcripts, letters of reference from persons named by student, from employers, and from college or high school personnel office).

July 24. Word from the Los Angeles office that a total of 600 questionnaires had arrived there. Seattle reported 350. Together with Berkeley's 800, grand total is now 1750.

Meeting of the West Coast Committee to report progress and make decisions.

STAFF

The staff suffers from a disturbingly high turnover. At the moment there seem to be nineteen people working more or less full time in Berkeley, five in Los Angeles, two or more in Seattle, and two or more in Portland.

In Berkeley, in the office:

Full time workers:

Joseph Conard, Executive Secretary

Marydel Balderston	Jean McKay
Walter Balderston	Edna Morris
Thomas R. Bodine	Homer Morris
Calvin Cope	Murray Rich
Grace Cope	Claude N. Settles
Margaret Cosgrave	Mrs. Walter Steilberg
Trudy King	Wilma Wight

Secretaries:

Ruth Sample
Muriel Bullard
Peggy Hatch
Vivian Urwand

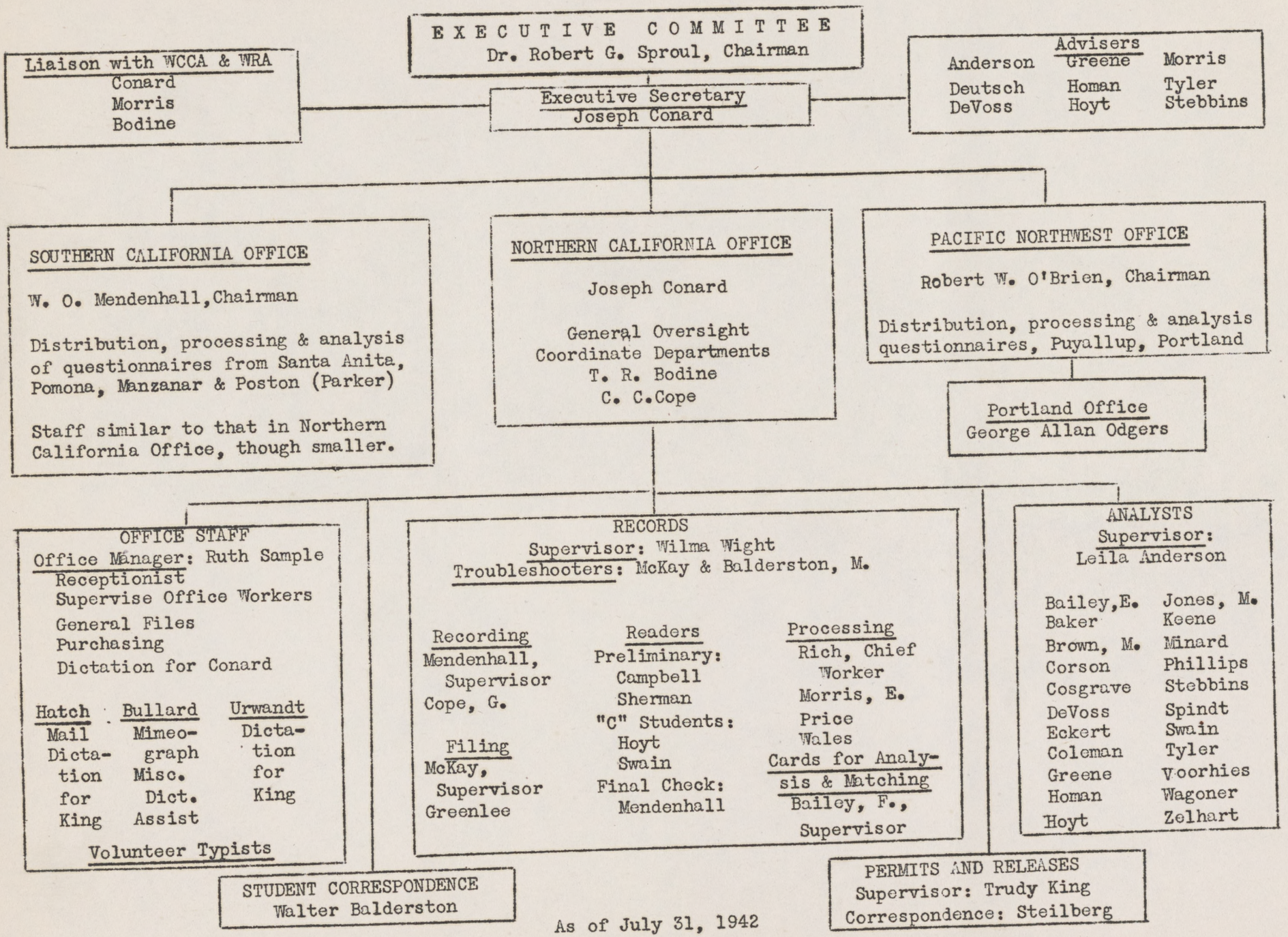
Part time workers:

Leila Anderson	Ruth Mendenhall
Frances Bailey	Ruth Price
Medra Bartlett	Lillie Margaret Sherman
Margaret Campbell	Ethel Swain
Clive Greenlee	Arvine Wales

(Some of these staff workers come to us on loan from the American Friends Service Committee. Others are high school and college registrars and teachers. Almost all of them are volunteering their time.)

In Los Angeles:

Mrs. Marion Brown Reith, who headed the southern office from pre-Council days, is now on vacation. In her place, David Henley and Esther B. Rhoads are serving as co-executive secretaries with Clare Brown Harris as administrative assistant and Miss Matlack, Mrs. Engberg, and many other volunteers assisting them.



As of July 31, 1942

FINANCES

The approximate expenditures for July run to $2000.

Salaries (2 staff workers, 7 secretaries)	$1082.00
Travel	75.00
Office Expense (including expenses of office volunteers)	330.00
Printing	150.00
Telephone and Telegraph	100.00
Postage	230.00
(Approximate)	$1967.00

STATUS OF QUESTIONNAIRES RECEIVED

Approximately 1750 questionnaires had been received in the three offices up to July 25th. Of these 600 are being processed in Los Angeles, 800 in Berkeley, 350 in Seattle. The number of questionnaires received from each Center known to the Berkeley office as of noon July 24th:

Assembly or Relocation Center	Number Questionnaires Received
Puyallup	254
North Portland	81
Tulelake	106
Tanforan	193
Stockton	35
Turlock	29
Merced	95
Pinedale	70
Fresno	71
Tulare	98
Santa Anita	19*
Pomona	10*
Manzanar	4*
Poston	88
California Free Zone	14
F.S.A. Camp, Nyssa, Oregon	2
TOTAL	1169*

* In the Los Angeles office are some 600 questionnaires from Santa Anita, Pomona, and Manzanar not yet recorded at the Berkeley office. Grand total received to date is therefore approximately 1750.

Less than three weeks have passed since the first questionnaires arrived in the Berkeley office. There are now (7/24/42) roughly 800 questionnaires being processed here. Their status is as follows:

Received today and in process of being recorded, numbered, indexed, sifted, and sent to other offices. . . 97

Temporarily postponed until sifted by a committee of deans and registrars:

(a) Kibei who have received some education in Japan. 48

(b) College undergraduates with a "C" scholastic average. (These are carefully studied and some selected for active consideration.). . . . 53

Postponed after sifting:

(a) Students not wishing to continue their university education at present, high school graduates with scholastic averages below B, and others not considered promising 77

Approved after sifting and waiting for transcripts and letters of reference to be sent for. (References are asked not only from persons named by the student but also from the personnel office of the student's college or high school and from the student's employer, if any.) 60

Approved after sifting and waiting return of transcripts and letters of reference 358

Transcripts and at least two letters of reference received: ready for appraisal and analysis by counselors and raters 50

Students who on their own initiative have already been accepted by some college or university to the east. (For details see report of Immediate Release and Travel Permit Department). 169*

*Because about 100 of these students are included in the processing listed above, the total number mentioned here exceeds the 800 actually on hand in the Berkeley office.

TABULATION OF QUESTIONNAIRES RECEIVED

There follows a preliminary tabulation of some of the more interesting things about the first thousand students whose questionnaires were received or recorded at the Berkeley office. Of particular interest is the fact that almost half those who have already attended some college have a scholastic average of either A or B, and that 87% of the high school graduates have averages of A or B. It is also interesting to note that about 20% of the students have more than $1000 with which to continue their education, and that 25% of them wish to study medicine, nursing, pharmacy, dentistry, optometry, and allied subjects. In the final tabulation the latter category will be further broken down.

TABULATION OF 994 QUESTIONNAIRES
on hand in Berkeley Office
as of Friday noon 7/24/42

	Percentage
Males	67%
Females	33

Class:

High School	23
College	67
Post Graduate	10

Grade Points: College Students

2.5 - 3	14%
2.0 - 2.4	34
1.5 - 1.9	25
1.0 - 1.4	20
Below 1 and unstated	7

Religious Preference:

Protestant	69%
Buddhist	17
None	11
Catholic	03

Financial Resources:

$0 - $250	38%
$250 - $500	21
$500 - $1,000	18
$1,000 and up	20
Unstated	03

Course of Study:

Medicine (including Nursing, Pharmacy, Dentistry, Optometry, and allied subjects	25%
General	19
Business	17
Engineering	17
Fine Arts	07
Social Science	05
Agriculture	05
Home Economics	04
Theology	01

Grade Points: High School Students

High School A average	30%
High School B average	57
Low and unstated	13

Want to continue education:

Now	90%
Later	10
Not at all	-

Have already applied to some College

Yes	34%
No	66

STUDENTS ALREADY ACCEPTED

Approximately ten per cent, perhaps more, of the evacuee students have already on their own initiative and with the help of friends won acceptance at colleges in the Middle West and East. The Council is helping them by assembling for each the documentary evidence required by the various government agencies before release and travel permits are granted.

As of July 25, 169 such students were known to the Berkeley office, each requiring individual attention and almost constant correspondence. In order to give some concept of the complexity of the release and travel permit problem, we quote in full the letter we are currently sending to students who indicate that they have been accepted by some college or university:

Dear -

We would like to help you secure a travel permit to go to the college which has accepted you. Because conditions change constantly and because recent regulations require that student travel permits to specific colleges be cleared through the authorities in Washington, D.C., no one can be absolutely sure of getting a permit to any specific college. We shall be glad to start collecting the necessary documents, however, so that we can be ready to present them with a request for your release as soon as possible. Will you therefore please send or have sent to us the items checked below:

ABSOLUTELY ESSENTIAL (Items I, II, III are required by the Government authorities).

I) Evidence that you have been accepted by a college or university.

Satisfactory evidence would be the official letter or telegram from the college accepting you.

II) Evidence that you have sufficient financial resources to pay your travel expenses and support yourself for at least a year.

Satisfactory evidence would be any one or any combination of items A, B, C, or D. If you have less than $1000, please send the data asked for in Item E.*

A. A letter to us from your Bank stating the amount on deposit in your account. You may wish to use the enclosed form in writing to your Bank.

or B. A letter to us from a Bank stating the amount on deposit in the account of a friend or relative plus a statement from that friend or relative certifying that he or she intends to provide you with whatever funds you need to continue your education.

or C. If your financial resources consist of an income from property, a statement from the tenant or person who is paying that income to you (or to your friend or relative) or a statement from a Bank or Trustee describing the income and the terms of the lease. (Something to show the authorities that the income will be forthcoming over the next year or so.)

or D. A notarized statement from someone in authority indicating the amount of cash you have on hand in the Assembly or Relocation Center.

*E. If your financial resources are less than $1000, we may need to demonstrate to the authorities that what you have is adequate. Therefore, please send what you know about the total annual cost at the college to which you have been admitted, quoting from the catalogue if you have one, and the approximate cost of travel to the new community. (At present the Government does not pay travel costs.) If you have a job or a place to room or board free of charge or a scholarship or some other supplement to your financial resources, please send the evidence so that if necessary we can present it to the authorities. This could be in the form of a letter from the person offering you the job, home, or other financial supplement.

III) A statement from you giving the date you would like to leave the Assembly or Relocation Center and your means of travel (bus or train) in case it does prove possible to secure a release and travel permit.

NOT ESSENTIAL BUT IMPORTANT (Items IV and V are for the National Student Relocation Council in order that we may better help you.)

IV) A statement from you telling us where you plan to live in the new community.

V) The name of a friend or sponsor at the college or in the new community.

Upon receipt of the evidence mentioned under I and II, we shall work on a fourth Government requirement: evidence that the local authorities in the new community are not opposed to your coming.

Yours very sincerely,

JOSEPH CONARD, Executive Secretary

22:7
JC:ph

STATUS OF THE 169 STUDENTS ALREADY ACCEPTED

Relocated in St. Louis, Missouri July 4th	1
Travel Permit issued July 25th	1
All documents including community acceptance and clearance of college through Washington, D.C. (These are held up pending a complex clearance with the governor of Colorado and the WCCA in San Francisco)	2
All documents in order (Only thing that holds these students back is that the college at which they have been accepted has yet to be approved by the War Department and other authorities in Washington D.C.	30
All documents except community acceptance and Washington, D.C. approval	28
In process or temporarily postponed	107

THE 72 COLLEGES THAT ACCEPTED THE 169 STUDENTS

Approved by the Navy and War Department in Washington, D.C.

Colorado State College of Education at Greeley, Colorado	3 students
Colorado State College of A & M at Fort Collins, Colorado	3
University of Wyoming	2
Cumberland University, Lebanon, Tenn.	1

Not yet approved by the Washington authorities:

University of Colorado	19 (will accept 60)
University of Nebraska	13 (will accept 45)
Union College, Lincoln, Neb.	13
Park College, Parkville, Mo.	12
University of Denver	9
University of Wisconsin	7
Washington University (St. Louis)	9
Oberlin Conservatory of Music	5
University of Texas	4
Oberlin	3
Earlham	3
McAllister (St. Paul, Minn.)	3
Abilene Christian, Texas	3
Columbia University (NY)	2
Drake University (Des Moines)	2
Kansas City Western Dental College	2
Northern Illinois College of Optometry	2
Milwaukee School of Engineering	2
University of Michigan	2
Wayne University	2
Bowling Green State University, Ohio	1
Bradley Polytechnical Institute, Peoria	1
Case School of Applied Science	1
Chicago School of Design	1
Chicago Theological Seminary	1
Colorado Women's College	1
Cornell College, Iowa	1
Emanuel Missionary College, Berrien Springs, Michigan	1

Finlay School of Engineering, Kansas City	1
G. L. Wenzel Restaurant School, Chicago	1
Haverford College	1
Iliff School of Theology, Denver	1
Indiana Technical College, Fort Wayne, Indiana	1
Johnson Bible College, Tennessee	1
Knox College, Galesburg	1
Lamont School of Music, Denver	1
Monroe College of Optometry	1
New York School of Social Work	1
New York University	1
North Carolina State, Raleigh	1
Ohio State College of Optometry	1
Presbyterian Theological Seminary, Chicago	1
President's School of Union Theogical Seminary	1
St. Elizabeth School of Nursing, Lincoln, Neb.	1
St. Louis School of Pharmacy	1
St. Louis University	1
St. Mary's School of Nursing, Rochester, Minn.	1
Souther College of Optometry, Memphis	1
Tasope School of Photographic Engraving, Aurora, Mo.	1
Tennessee School of Optometry	1
University of Illinois Medical School	1
University of Minnesota	1
University of North Dakota	1
University of Ohio	1
University of Pennsylvania Medical School	1
University of Rochester, N. Y.	1
Walther Memorial Hospital	1
Washington Theological Seminary, Washington, D.C.	1
Wellesley College	1
Wheaton College, Illinois	1
William Jewell College	1
Yale University	1

Colleges within Western Defense Command and therefore not likely to be approved:

University of Utah	5 students
Washington State	2
Gonzaga University, Washington	1
Whitworth, Spokane, Washington	1
University of Idaho	1
Brigham Young University, Provo, Utah	1

ASSEMBLY AND RELOCATION CENTERS WHERE THE 169 STUDENTS NOW ARE

Puyallup	21 students	N. Portland	9
Santa Anita	21	California Free Zone	6
Merced	20	Fresno	5
Tulare	18	Manzanar	4
Tanforan	16	Address uncertain	4
Poston	10	Stockton	2
Pomona	10	Turlock	2
Pinedale	10	F.S.A. Camp, Oregon	1
Tulelake	9	Relocated, St. Louis	1

It is obvious that if we are successful in our attempts to meet the government requirements on behalf of these students and can secure their immediate release and travel permits, morale throughout the centers (and in the offices of the National Student Relocation Council!) will be considerably enhanced.

COMMUNITY ACCEPTANCE

The community acceptance requirement for a release and travel permit depends on whether the student is now in an Assembly or a Relocation center.

If the student is in an Assembly Center under the jurisdiction of the Wartime Civil Control Administration a statement from some public official, such as the Mayor, Chief of Police, District Attorney, public welfare agency, Sheriff or other responsible town or county Peace Officer, to this general effect is required:

> "We are not aware of any local condition which would make it inadvisable for .....(name of student), who is an American citizen of Japanese ancestry and who is fully accepted for admission by .....University, to live as a student in this community."

If the student is in a Relocation Center under the jurisdiction of the War Relocation Authority, a statement from some official from the receiving college or university to this general effect is sufficient:

> "We believe the attitude of this university community is such that American citizens of Japanese ancestry, fully accepted for admission at this university, may reside here without being molested. The University, therefore, sees no objection to the residence here of .....(number) American citizens of Japanese ancestry who prove to be fully qualified and accepted for admission."

Community acceptances have thus far been received from Wellesley, Mass; New York, N. Y.; Richmond, Indiana; Madison, Wisconsin; Parkville, Libert, Aurora and St. Louis, Missouri; Austin, Texas; Lincoln, Nebraska; Boulder, Greeley, Fort Collins, and Denver, Colorado. These are typical acceptances:

FROM THE PUBLIC WELFARE DEPARTMENT NEW YORK, N.Y.:

> "Have consulted Mayor's office and FBI who refer to District Attorney. Latter, Mathias Correa, advises approval not in his jurisdiction, but is not adverse if Okuda is American citizen."

FROM THE MAYOR OF RICHMOND, INDIANA:

> "Two Japanese students have already been transplanted from Whittier College to Earlham last April, and have been successfully assimilated by the college and this community. Under these circumstances, I feel justified in thinking that a similar acceptance would be given to other properly certified students who are American citizens of Japanese descent; and in particular, it would be acceptable to our community if the Uyesugi brothers were permitted to come to Earlham to complete their education."

FROM THE MAYOR OF THE CITY OF LIBERTY, MISSOURI TO THE STUDENT:

> "I have learned through the Faculty of William Jewell College that you are anxious to attend school here in Liberty next year. As Mayor of the City of Liberty I am inviting you to come as a student in William Jewell College. I assure you that you will be welcome in our community and that we will extend every courtesy to you."

CONCLUSION

We hope that this report gives some idea of the magnitude of the student relocation job and the vast quantities of red tape that must be unwound for each individual student.

THOMAS R. BODINE
assisting Joseph Conard

National Student Relocation Council - West Coast Office

BRIEF REPORT OF PROGRESS
December 24, 1942

Of the 2300 students who have applied to us, more than 800 have now been accepted by some college in the East or Midwest. Of these 800, 334 were successfully and happily relocated last Fall as students. Several others got out of Centers and Projects through our help, but on employment leaves. Still others were relocated in schools and colleges in pre-Council days by members of the Council acting as individuals.

Of the 450 or so who have been accepted for winter terms, some of which began on November 28th, others December 4th, our Permit Department has completed collecting all the required documents for 181 students. ~~Xxxxx~~ Under the new procedures, these are no longer submitted to the Regional Office of the WRA here in San Francisco, but have to be transmitted to Washington, D.C. A few of the 181 have gone through the Washington mill and have been granted travel permits. The others we hope will receive their leaves soon. There are another 265 students who have been accepted for winter terms for whom the Permit Department is still collecting the necessary proof of finances, the proper variety of community acceptance, etc. These are being completed at about 20 a day and the dossiers sent off to Washington.

On December 22, we received a list of 26 colleges that had just been cleared by the military authorities as places suitable for evacuee student relocation. Today another 32 names came through. This is the first time since October 31st that we have received word of the clearance of any colleges. With the new names, we have a total cleared list of 344 colleges. And we are waiting to hear regarding the clearance of 38 others more recently submitted for clearance.

Before the new lists came through there were approximately 1800 vacancies still to be filled in the colleges wanting to take students and cleared by the military. Unfortunately, about two thirds of these offerings are for women, whereas two thirds of our applicants are men. ~~Xxxxxxxxx~~ Many of the remaining vacancies are in small denominational schools. Some are in colleges where the community has turned sour. Nevertheless it is true that there are openings waiting to be filled and students who may be persuaded to fill them. As Bob O'Brien knows from the Lamar Junior College experience at Granada, not only do we have to sell students to colleges, but we have to sell colleges to students who never heard of them,— colleges like Haverford, Swarthmore, Kenyon, Rochester are sometimes as unfamiliar and unattractive as Shreiner, Simpson, Stephens, or Sterling.

We have hopes of seeing 500 boys and girls on their way by March 1st to make a relocated total of more than 800.

Mrs. Lafontaine's supporting group.

Beginning of AR (See covering letter to Dewhurst 4/18)

PROPOSAL FOR
COOPERATIVE EFFORT IN THE RELOCATION OF JAPANESE STUDENTS

On April 7th representatives of the University Commission of the Church Boards of Education, The National Intercollegiate Christian Council, the Friendly Relations Committee, Committees of the Home Missions council and the Federal Council of Churches, The International Student Service, The American Friends Service Committee, The Fellowship of Reconciliation, The World Student Service Fund, and the Institute of International Education met to consider the desirability of cooperative approach to the problem of Japanese students facing evacuation.

After a careful review both of the needs of Japanese students on the west coast and what is being undertaken both by the organizations represented in the consultation and by certain government and educational agencies, the group decided to present the following proposal to the organizations represented in order to secure the necessary authorization for such cooperative effort, and to secure appropriations needed for a six months period.

1. That, because of the magnitude of the problem and the necessity of avoiding duplication of effort, there be cooperative action on the part of the organizations named above.
2. That the Student Relocation Committee, already at work on the west coast, and composed of representatives of these several organizations, be named the administrative group for this work.
3. That the work would include aspects such as the following, it being understood that the committee would urge groups like the government, the Association of Western Colleges, the Association of American Colleges to carry all those responsibilities which seemed appropriate to the several groups.

   a) Discover what students wish to continue their studies and what

resources they have for doing so.

b) 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.

c) Secure the united support of western colleges behind a plan for continued opportunity, then endeavoring to get this plan accepted by appropriate government authorities.

d) Secure funds for the education of those wishing to continue their studies. Such sources would include the following:

(1) Government subsidy through the Relocation program or the Commissioner of Education

(2) State grants for State University extension

(3) Educational and research foundations

(4) Church groups, Christian Associations, etc.

(5) Contributions secured on campuses from which students go and to which they go.

(6) Scholarships and Fellowships in the colleges to which they go

(7) Board and Room gifts or jobs by interested families in the towns to which students go.

e) Create sympathetic understanding of the Japanese situation in communities and colleges to which students come.

f) Create a clearing house, or several such, where all available information may be secured. This would include the following types of information:

(1) Government orders, decisions, and plans

(2) Plans and programs being carried on by all persons or

groups working on the problem of relocation

(3) Facts and figures on the entire problem of evacuation, including evidence of the loyalty of the majority of Japanese-American students.

g) Keep all groups informed about what others are doing in order to avoid duplication of work and in order to see that all necessary work does get done by someone.

h) Make an effort to secure the willingness of colleges to provide opportunity for students to finish their 1942 spring work by correspondence from their reception centers. This would include library arrangements for books.

4. That a budget of $3,000 for the salary of a full-time worker, for his travel and for office expenses for a six months period, be accepted as an administrative budget (as proposed by the west coast committee) on the understanding that additional funds will probably be needed for direct aid to students, and that every effort will be made to finance the work through government and educational agencies and through foundations.

5. That there be an advisory or cooperating committee in New York to assist the west coast committee in the raising of money and in the promotion of constructive public opinion.

6. That the World Student Service Fund be asked to be the channel through which all funds should be received and to assist in the raising of funds.

4/13/42

early org

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Digest of Points Presented By Those Attending the Conference Called in Chicago for the Consideration of the Problems Connected with Relocation of the American-Born Japanese Students Who Have Been Evacuated From Pacific Coast Colleges and Universities

Stevens Hotel, Chicago, Illinois --- Friday, May 29, 1942

Report from the War Relocation Authority. The relocation of Japanese and Americans of Japanese extraction from war zones on the West Coast is a war measure and is therefore set up on a temporary basis. The Government is providing for all the needs of the people in the assembly camps and relocation centers. There are seven of the latter now approved. Agriculture and Industries in the centers will be developed. Participation in this work will be voluntary. A small cash advance will be paid those working. It will be on a progressive scale under the amount paid private soldiers.

Plans for education have been started. Schools going through high school will be established in the centers. Some college courses may be offered which do not require much equipment. It is advisable that carefully certified students be placed in colleges and universities outside the centers. The Government will provide transportation as it does in connection with all evacuation.

Why the American Friends Service Committee is undertaking this job

At the request of Mr. Milton Eisenhower, director of the War Relocation Authority, the American Friends Service Committee agreed to undertake the relocation of Japanese-American students

with certain provisions: 1. That appropriate government certification of each student to be relocated be given: 2. That we have every cooperation from the government. This work can only be done with the fullest collaboration of all concerned organizations. This conference was called to look for the best way to handle the problems. Each group with concerns for these problems will have important responsibilities which now may be increased.

Background and sketching of the problem. The active work in this field so far has been carried on by the Student Relocation Committee made up of several concerned groups on the west coast. They started too late to get very far before freezing orders. A complete census is being made of all college students in assembly and relocation centers. There are some 2300 students two-thirds men and one-third women. They were among the best students in the colleges they have left. They were mostly real Americans and had been treated as such. The evacuation was a terrific wrench to these students. They have taken it as their sacrifice to the good of this country.

It is important to maintaining good morale that they be informed of an orderly procedure which might make it possible for them to obtain permits to attend institutions outside restricted areas.

The difficulties involved with this relocation include 1. Lack of financial resources; 2. Making clear to institutions the obligation America has to these people who have born the brunt of this war measure; 3. Finding part time jobs on or near campuses; 4. Clearing the loyalty of each individual.

High School graduates will be affected seriously if not

given a chance to continue study. They should be included with the college group which has the possibility of being placed, and be informed of that.

It was decided unwise to circulate the list of colleges replying favorably to request of the Southern California College Association that they take Japanese-American students, as such a published list would tend to "freeze" possibilities of openings.

Selection and Certification of students Each student should be 1. Certified as a loyal citizen; 2. Selected as a fine student and outstanding representative of the Japanese people.

The government will decide by what method it will certify students. There was some concern that there be boards made up of: armyrepresentatives, principals of schools in which Japanese-American students were citizens at large, camp manager, - etc. Care should be taken not to leave the impression that those left in camp are disloyal.

Academic and personality ratings are equally important in disseminating better attitudes toward the Japanese race. Through interviews, college records and recommendations, careful information should be gathered.

Organization Functioning committee on the West Coast: Selection and certification of student "Western Student Relocation Committee" Executive committee in the East; 1. Locating cooperating colleges; 2. Maintaining a clearing office to connect these two. Membership is to be made up of people who can represent the point of view of interested organizations, although not officially representing them.

The steps in relocation are:

1. Selection (academically and as to personality);
2. Certification of loyalty by government;
3. Locating cooperating colleges;
4. Raising funds needed to meet colleges expenses;
5. Preparing atmosphere to receive students;
6. Careful matching of applicants to college openings

Large representative council: The membership of this will be made up of representatives of interested groups from the whole country.

Reception of students after relocation The way must be prepared (ahead of the placement of students) with the whole community: Chamber of Commerce, American Legion, Ministerial Board, College Administration, student body, and college faculty. The work of interpretation must continue. The Japanese student himself should have a part in this, but it shouldn't be over done. He should fit into the community in as natural a way as possible.

Colleges should realize that this is at-the-top backed by the Federal Department of Education. There should be as careful choice of colleges as students. If this job is done well, it will spread the understanding of the Japanese and help with their integration into this country.

Finance The possible sources of financial help are: 1. Money of the Japanese themselves. The large majority are willing to spend all they have on education. Some of their money is frozen. There isn't a great source of money here; 2. Free tuition may be obtained from many colleges and in some cases fuller scholarships; 3. An application for funds from national community chests can be made;

4. Many foreign and home mission boards may allocate funds in lieu of heavy programs abroad; - The Baptist board has already voted a generous amount. 5. The Associated Student Organization will assume the responsibility of raising money through student organizations. (This will help arouse student interest in the whole program)

Scholarship money can be handled in two ways; 1. A central fund can be set up in the American Friends Service Committee Office for groups not wishing to handle their own funds; 2. Those handling their own funds can send in statements of the amounts available, designating allocation. All money raised will go directly into scholarships, as the American Friends Service Committee is providing all overhead epxense.

A specific goal should be set so that it can be used as a gage by contributors.

Future Jobs for students It is more important to get students into some college, even if they can't major in field of first choice. Japanese should not depend on jobs in centers too much for future placement, as this will not give enough opportunity for their assimilation.

With some training in a normal school some students could become qualified for teaching in the reception centers. There may be a shortage of teachers for this work.

Provision for college students not otherwise taken care of

1. Circuit rider professors - giving instruction and conducting conferences in different centers.
2. Extension courses - All right for non-technical courses of freshman or sophomore years.

Publicity Bulletins will be sent out from American Friends Service Committee from time to time which can be used in any way by each group;

1. There should be literature to hand out in student Christian conferences during June.
2. Japanese in Assembly centers should know of each development. We should be careful not to over state possibilities.
3. Schools and colleges should know developments as they emerge - should be informed of interests of other institutions in this work.

COPY

List of Persons Who Attended the Japanese Student Relocation Meeting, Chicago, May 29, 1942.

Dr. Frank Aydelotte
Institute for Advanced Studies
Princeton, New Jersey

President John W. Nason
Swarthmore College
Swarthmore, Pennsylvania

Dr. E. R. Hedrick, Vice President
Representative of
University of California
Berkeley, California

Mr. John Everton, Dean of the Chapel
Grinnell College
Grinnell, Iowa

President W. O. Mendenhall
Whittier College
Whittier, California

Mr. John W. Abbott
Chief Field Investigator
House Committee Investigating
National Defense Migration
Washington, D.C.

Mr. Alden D. Kelley
Episcopal Church - University Comm.
of the Church Boards of Education
281 Fourth Avenue
New York City

Mr. Mark A. Dawber
Home Missions Council
297 Fourth Avenue
New York City

Rev. J. W. Thomas
Northern Baptist, American Baptist
H.M. Society, 212 Fifth Avenue
New York City

Rev. George A. Wieland (Protestant
Episcopal Nat'l Council, Dept. of
Domestic Missions)
281 Fourth Avenue
New York City

Miss Bess Goodekoontz
Assistant Commissioner of Education
Washington, D.C.

Miss Wilmina Rowland
World Student Service Fund
8 West 40th Street
New York City

Dr. C. S. Marsh, Vice President
American Council on Education
744 Jackson Place
Washington, D.C.

Mr. Fredrik A. Schiotz
American Lutheran Conference
University Commission
327 South La Salle Street
Chicago, Illinois

Dr. Frank Harron Smith
2816 Hillegass Avenue
Berkeley, California

Robert W. Gammon
Congregation Education Society
19 South La Salle Street
Chicago, Illinois

Dr. Guy E. Snavely
Association of American Colleges
19 W. 44th Street
New York City

Mr. Robert O'Brien, Chairman,
Committee on Relocation Appointed by
the Northwestern College Personnel
Association
University of Washington
Seattle, Washington

Mrs. Sylvester Jones
Friends Women's Missionary Union
36 E. Hickory Road
Lombard, Illinois

Mrs Edwin Kinney
Woman's American Baptist Home Missbn
2969 Veron Avenue
Chicago, Illinois

Mr. J. J. Braun, Board of Nat'l
Missions of the Evangelical and
Reformed Church
1720 Chouteau Avenue
St. Louis, Missouri

Mr. Mike Masaoka
Japanese American Citizens League
2138 California Street
Washington, D.C.

Mr. John Provinse
War Relocation Authority
Barr Building
Washington, D.C.

Mrs. Marian B. Reith
715 South Hope Street
Los Angeles, California

Mr. M. R. Zigler
General Ministerial Board
Church of the Brethren
22 South State Street
Elgin, Illinois

Mrs. H. S. Bechtolt
United Lutheran Women's Mission Board
8246 Kimbark Avenue
Chicago, Illinois

Rev. Henry H. Sweets, Secretary of
Committee on Christian Education
Presbyterian Church
410 Urban Building
Louisville, Kentucky

Mr. Joseph Conard
Friends Center
2031 Baker Street
San Francisco, California

Mrs. Marjorie Schauffler
American Friends Service Committee
20 South Twelfth Street
Philadelphia, Pennsylvania

Mr. Edwin Morgenroth
American Friends Service Committee
1010 Security Building
189 West Madison Street
Chicago, Illinois

Mr. Roy Soenson
National Council YMCA
19 South La Salle Street
Chicago, Illinois

Mrs. I. E. Metcalf, (Disciples of
3355 Monroe St. Christ Dept. of
Chicago, Illinois Home Missions

Mrs. G. M. Martin
Baptist Home Mission
3616 Sunnyside Avenue
Brookfield, Illinois

Dr. John Oliver Nelson
Board of Christian Education
Presbyterian Church
819 Witherspoon Building
Philadelphia, Pennsylvania

Mr. Harold W. Colvin
Young Men's Christian Association
19 S. La Salle Street
Chicago, Illinois

Mrs. J. N. Rodeheaver
Woman's Division of Christian Service
of the Methodist Church
Winona Lake, Indiana

Dr. Alfred E. Cohn
International Student Service
Rockefeller Institute
New York City

President Robbins W. Barstow
Hartford Theological Seminary
Hartford, Connecticut

Mr. Clarence E. Pickett
American Friends Service Committee
20 South Twelfth Street
Philadelphia, Pennsylvania

Miss Naomi Binford
American Friends Service Committee
20 South Twelfth Street
Philadelphia, Pennsylvania

Miss Mildred Cummings
West Coast Baptist Home Mission
503 Punahow Street
Altadena, California

Dr. Arthur M. Knudsen
Board of American Missions, United
Lutheran Church
860 N. Wabash
Chicago, Illinois

Mr. James A. Crain
Disciples of Christ
222 Downey
Indianapolis, Indiana

Miss Barbara Cary
International House
East 59th Street
Chicago, Illinois

Dr. Rufus M. Jones
2 College Circle
Haverford, Pennsylvania

Mr. Francis X. Riley,
House Committee
Investigating National Defense
Migration
Washington, D.C.

Importance of Relocation

Good for introduction

June 3, 1942

I. THE QUALITY OF JAPANESE-AMERICAN STUDENTS

From the Pacific Northwest comes the report that on May 13, when the University of Washington selected five organizations out of 48 to receive awards for outstanding scholarship this year, one of these five was the Japanese Students Club.

In Northern California, when the University of California announced the winner of the highest scholastic honor it gives a graduating senior, the winner could not receive the proferred medal. The straight-A graduate, Harvey Itano, loved by all who knew him, was an American with Japanese ancestors, and for this reason was being held in an Assembly Center.

In Southern California, the Theodore Roosevelt High School has announced that 26% of its Japanese seniors were in the upper 10% of their class.

From Mills College, President Aurelia Henry Reinhardt writes, after twenty-five years of experience with Japanese and Japanese-American students, "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."

The Colleges of the Pacific Coast know well their Japanese-American students, and from Canada to Mexico these institutions have united in vigorous efforts to provide an opportunity of continued study for their evacuated youth. From hundreds of Caucasians the Student Relocation Committee has received letters like this, each about a different students "I cannot speak about others, but <u>this</u> student I know, and he <u>must</u> be allowed to go on with his college work. He has outstanding possibilities as a student and he is completely dedicated to American traditions."

II. IMPORTANCE OF STUDENT RELOCATION

Of these students, we are writing now. For several reasons, their resettlement in Eastern Colleges is a critical and central aspect of the entire problem of Japanese-American relocation. In the first place, new homes are more easily found for them than for any other group. This is true partly because students do not enter a field of activity which competes economically with Caucasians. Thus, the fears and hatreds which have been largely responsible for race prejudice against the Japanese in California are obviated. Furthermore, college communities are likely to be more liberal than others, and the college campus itself is particularly likely to offer an understanding new home. This last fact is verified by reports from across the country. In many questionnaires "community response" has been forecast as being "uncertain", and in some cases, even negative, whereas there has hardly been a single report except "favorable" from the college campuses. Another factor which makes college relocation relatively easy is the existence of housing facilities in and around colleges.

The importance of student relocation is especially great. Aside from the fact that negative arguments and fears of community response are eased by the consideration just given, there are many positive arguments for continued college study. To force these students to give up their studies when half finished would be a tremendous waste of the time and energy already invested in the student's

education. Dr. Monroe Deutsch, Vice President of the University of California, states that this would be equivalent to the "destruction of an important part of our national resources." Added to this fact is the recognition that the attitudes of the entire Japanese-American group of tomorrow will be largely shaped by the leaders, and in general these leaders are the men and women now going to or preparing for college. The serious danger that present evacuation may introduce a new case of racial peonage like that of the negro will be greatly hightened if the Japanese-American leaders are not given an opportunity for higher education. The entire group may, in such an event, be forced to a position of economic and cultural inferiority, and no policy could more seriously threaten the long-term future of the Japanese group in this country.

Meanwhile the continued study of the college students will greatly aid the morale of the entire Japanese-American group. In a letter just received from an older evacuee there was a discussion of some of the hardships of his present life, but he concluded that the really pressing problem was the education of the young people.

To these points in favor of continued education for college-age evacuees should be added all the important reasons for resettlement of all ages who have been forced from their west-coast homes by the evacuation orders. As the Congressional Committee under Representative John Tolan states, after exhaustive study of the evacuation problem, " a curtailment of the rights and privileges of the American born Japanese citizens of this country will furnish one of the gravest tests of democratic institutions in our history." To deprive citizens of liberty without due process of law is highly dangerous and the continued internment of the Japanese-American group without hearing cannot be justified as necessary or consistant with democratic ideals. Discrimination against one minority group is always a dangerous opening wedge toward discrimination against others. As President Sproul, of the University of California, has said, "I n 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 Democracy. Unless this natural reaction is compensated for in every possible way, we shall not be living up to our conception of the dignity and rights of the individual, and we shall be weakening the loyalty of a whole group of our citizens." The treatment we offer to evacuees will materially influence Axis treatment of our own prisoners of war and will have an extremely important influence on attitudes toward the United States by the people in South America and China, where the integrity of our claims concerning equal treatment of minorities is constantly being examined.

III. NUMBER OF STUDENTS INVOLVED

The best statistics of Japanese students are for 1941-42 in Oregon and Washington but for 1940-41 in California. According to these figures, there were this year year 673 Japanese-American students in colleges of the evacuated zones in the State of Washington and 131 in Oregon. In California last year, there were 1684, of whom all but 29 were attending colleges in zones being evacuated. This means that about 2500 students will have to be relocated or else lose the education which they would normally expect. These students are largely concentrated in a fairly small number of West Coast Colleges. The University of Washington included 458 before evacuation, the University of California about 430, Sacramento Junior College, 216. About one third of the students are women. In all the rest of the United States , there were only 364 students of Japanese ancestry a year ago. Of the entire 2500 students on the west coast, there are probably less than 100 who are not citizens of the United States, and some even of these came to this country ininfancy

A very large number of Japanese-American students are working in highly specialized fields. In a sample of 323 studied in Northern California, 56 were studying medicine and 17 more were taking similar scientific courses; 61 were students of engineering or allied studies. Thus 134, or 41% of the group, were studying in these two fields.

An extremely high percentage of students wish to continue their college work despite the maladjustments brought to them and their families by evacuation. A sample of about 750 students showed over 80% wishing permit to transfer. Only 15% of these, however, had sufficient funds to continue study without scholarship aid. 70% could pay part of their costs, and another 15% could pay nothing at all. Financial difficulty arises from several facts: (1) Families have suffered great financial losses thru evacuation; (2) Business and income have been lost virtually in toto; (3) The overwhelming majority of students have attended State Colleges or Junior Colleges in West Coast States, where their fathers' taxes covered costs of tuition, but not there will be the necessity of paying out-of-state fees.

IV. POSSIBILITIES OF CONTINUED STUDY

On May 29, Clarence Pickett of the American Friends Service Committee, at the request of the War Relocation Authority, convened a meeting of educators and other interested groups in Chicago to set up machinery for the relocation of students in colleges outside the prohibited areas. A National Student Relocation Council will be set up, and President Robbins Barstow, of Hartford Theological Seminary will serve as Executive Secretary. As members of the Council, there will be persons from College and University Administrations, churches, and student organizations. Federal officials will serve the Council as consultants, and the entire program is proceeding at the request of the Federal Government, which assumes permits for the transfer of students after adequate investigation and after assurances covering financial needs, college admission, and favorable community reception.

From this time forward, all questions concerning the role of colleges receiving students and all requests for general information should be addressed to the Eastern Office of the National Student Relocation Council, 20 South 12th Street, Philadelphia, Penn. Inquiries concerning the students, themselves, may be addressed to the Western Office, Union Street at Allston Way, Berkeley, California.

The National Student Relocation Council will do all it can to place as many students as possible. Already more than 100 colleges have agreed to accept these students, and many more will follow. The major problems to be faced are public opinion in receiving communities and financial need. All who read this article can help at both points. Over-head costs of the Council are already guaranteed, and all contributions will be applied directly to student aid.

COPY

approval of colleges

"MEMO ON IMPORTANT CONFERENCE"

REPORT FROM TOM BODINE ON ACTIVITIES IN WRA SAN FRANCISCO OFFICES 7/1/42

Homer Morris and I had a half hour's conversation with Mr. Meyer, the new director of the War Relocation Authority, succeeding Mr. Eisenhower. We discussed student relocation and Mr. Meyer mentioned that the previous afternoon he had told his staff to expedite the case of Harvey Itano (The U. of Cal. Medalist who wants to leave at once for summer session at the University of St. Louis Med School, (Washington University, St. Louis, Missouri)). The WCCA's travel permit and an order releasing him from the Tule Lake Relocation Center were thereupon forwarded to Tule Lake and should have arrived there 7/1/42. Itano's transportation expenses will not be paid by WRA. (Mr. Coverley of the WRA later explained to me that Mr. Fryer, Regional Director of WRA, felt that it was unwise for one government agency (the WRA) to pay transportation for students from its Centers while another govt. agency (WCCA) is not paying transportation from its Centers. Mr. Coverley intimated that he and Mr. Fryer felt it unwise at this time for them to try to work out a method of transferring individual students from WCCA to WRA to enable WRA to pay their transportation expenses. However, Mr. Coverley did not indicate that he was close-minded on this subject. Therefore Joe Conard suggests that Homer Morris take this up with them again.).

Mr. Meyer reported the conversation between WRA officials and Mr. McCloy re colleges where we may relocate students. Mr. McCloy felt the present limits unreasonable and assured the WRA he'd do something about it. Mr McCloy intimated, however, that the closing of all East Coast

colleges to relocation did not seem to him unreasonable. So we may find ourselves limited to Midwestern institutions. Mr. Meyer will have another report on the later this week.

Concerning the relocation of Japanese-Americans in general outside the relocation Centers, Mr. Meyer had a number of interesting things to say:

1. At thistime WRA will not try to relocate people in work opportunities within the 8 states of the Western Defense Command.
2. Relocation of individuals and groups will be limited to citizens for the being.
3. The WRA Relocation Center staffs will investigate the persons applying for permission to leave the Relocation Centers to take advantage of private employment opportunities, and will secure the FBI's clearance.
4. The WRA will require that each individual or group have sponsors in the new community who report to the WRA periodically.
5. WRA "will notify" the police in the new community that the Japanese are coming.
6. The WRA will be very happy if we will submit any cases known to us of groups or individuals wishing to take advantage of private relocation opportunities. For the time being the Washington, D.C. office will handle all such cases. Tom Holland is the WRA official in charge of this there.

THOMAS R. BODINE

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Relations with Army, Rest not clear

Report on Activities: TOM BODINE

6-26-42

I Vernier.

Talked with Paul Vernier. Mentioned to him that Sproul and Wilbur are serving on our committee. Vernier felt that Sproul and Wilbur's presence in the Hotel Whitcomb would be very valuable to us. ****

Concerning HARVEY ITANO, Vernier reports that three telegrams have been sent to the University asking them to check with the local authorities. Since no reply has come Vernier's office is now wiring to the National Office of Social Security in St. Louis.

Vernier's secretary is Miss Dorothy Karmel. A very nice person.

When we ask Mrs. Lifschutz to wire on a case for us she will want the following information:

1. Name of student.
2. Name of school.
3. The fact that he has been accepted.
4. If it seems desirable, the date for which he is accepted. If the date is an early one, it will hurry up action at the other end.

Since in Colorado it is necessary to secure the Governor's o.k., Paul Vernier and Mrs. Lifschutz cannot help us there. We shall have to work on Governor Carr ourselves.

**** Sproul and Wilbur

It would be helpful if Sproul and/or Wilbur could say to Bendetsen: "You understand that the educators of the country are behind this group, the National Student Relocation Committee."

II Re Passes ..... Friday 6-26-42

Major Goebel's Secretary is named Miss Irilarry (Irish).

6-26-42

I asked Colonel Benson what the status of our passes was and he said "You will have to see Major Goebel about them." Major Goebel was at the Presidio but his secretary knew all about the matter and she went down to see Captain Moffitt on our behalf. Captain Moffitt told her "to put us off" and I told her I was sick of being put off and that "perhaps we would have to raise a fuss about it." She was sympathetic and went to see Colonel Benson for us. But no passes were forthcoming.

III In conference with Neilsen he told me that he had tried to get the approval of the Governor of Colorado and had received an unfavorable answer from the Governor's office, the Governor being out of town. If we get a favorable answer we might check with Neilsen.

6-27-42 Saturday

I saw Major Goebel, showed him copies of letter to Center Managers and our Procedure II and letter to Boekel attention Neilsen, 6-24-42. He looked through them and said "Did Colonel Benson approve the letter to Center Managers?" I said "He didn't disapprove." Major Goebel then said "Well, then, you can send this out only by sending it to Colonel Evans for him to send through the official channels to Center Managers. Send it to Evans."

Major Goebel asked about our desire to hold meetings in the camps and said he understood we would have only one meeting in each Center to inform the students and distribute the questionnaire and thereafter we would enter the Assembly Centers only to interview student individuals. I said that was right except that we would reenter the Centers to meet with the little committee of Japanese students. I asked about our passes. He said they had not yet come through. I said "It's been a week." He said "Yes, but these things take time." (According to his secretary and Colonel Benson's secretary it "does not take time.") Major Goebel will telephone us when the passes are ready. His secretary has our phone number.

Report End.

Three cases taken over from WCCA by N.S.R.C.'S Tom Bodine.

Mr. Kei Tanahashi, 31 East 1st Street, Pomona Assembly Center, Pomona.

Accepted case by Tom Bodine from Neilsen 6-26-42. His letter, dated June 19, to Nicholson received by WCCA 6-22-42 contains all information. Has letter from Dr. R. W. Goss, Dean of the Graduate School of the University of Nebraska stating that he will be admitted for future study. Student in Economics and Business Administration.

"Will you please tell me what steps I take to secure release and be transferred to Lincoln?"

He has "sufficient funds to pay my expenses during my stay in college."

"I am an American citizen born 1918."

"Comment by Tom Bodine: He does not give date of admission nor what college he has graduated from."

6-26-42

2nd Case: Yoshitimi, Peter I. WCCA Center, North Portland, Oregon.

Case accepted by Bodine from Neilsen 6-26.

His letter to WCCA office in San Francisco dated 6-20 contains this information.

"Dr. Odgers of Student Relocation, Portland, has told me that Japanese-American students accepted, etc. are now permitted to travel to their schools. I have been accepted by the Western Dental in Kansas City, Missouri, and have funds to complete my final studies. I wanted to attend summer session which began June 6."

For a reference concerning my eligibility to travel:

Mr. Emil Sandquist
Headquarters, WCCA Center
North Portland

(Center Manager)

Mrs. Ellen Crew
North Pacific College of Dentistry,
NE 6th and Oregon St., Portland, Oregon (She's a member of the N.S.R.C. in Portland)

3rd Case: Taul Watanebe ...A2... Puyallup

Case accepted by Bodine from Neilsen 6-27-42

An undated letter to DeWitt received by WCCA 6-24 contains following information:

"Both my wife and I have a school that has already accepted us. We have evidence certifying our characters in the form of affidavits. We have suitable American parties in Denver who will provide us with provisions of room and board and part-time jobs." "Before we were evacuated Army officials repeatedly promised us we could leave the Assembly Center one month after we arrived to continue our education."

Comment:

Taul and Mish are friends of Tom Bodine from Seattle. They are leaders in Y.M.C.A. and Y.W.C.A. and other Caucasian circles. A fine couple.

National Student Relocation Council - West Coast Office

Personnel Analysis, 12/24/42

One of the soft spots in the staff as now constituted lies in the stenographic setup. We should either transfer three inefficient stenos to straight typing or clerical work or let them go, even though two of them are refugees. Persons who dictate slowly such as Bodine, Scardigli, Emlen and Wyman would then type their own letters. For the fast dictators like Trudy King, Denny Wilcher, and Margaret Jones, we should provide sufficient 25-letters-a-day stenos to carry their loads. We have one such steno in Dorothy Mitchell, who will disappear to Honolulu as soon as transportation and permissions can be arranged. Another such is Miriam Erb who is working only half time for us now, but who will work full time starting January 1st if we offer her enough cash and relative permanency. If we don't make her an offer, we lose her to the shipyards January 1st.

In order to harden ~~these~~ this stenographic soft spot, I shall have to know from you how much cash and permanency to promise Erb and any new person who might be found.

The other soft spot in the present setup is the Placement Department. Margaret Jones has pointed out that trained persons could work much more rapidly that Virginia Scardigli and Ada Wyman. I agree: more rapidly, but not necessarily more effectively. Several West Coast Committee members (Hoyt and Voorheis, I believe) have expressed satisfaction in the care and thoughtfulness with which Scardigli and Wyman plan each placement. It was a pity we lost Betty Goodman and Ruth Sample (Ruth has just been called by the Army), both of whom fitted admirably into the deliberative Scardigli-Wyman method, which produces results eventually but exasperates the trained social worker.

I see two alternate solutions to the Placement Department softness. We can drop (or demote) Scardigli and Wyman and hire one or two expensive trained workers and hope they can quickly absorb our specialized knowledge about students and colleges, make rapid-fire but sound decidions, and turn out 30 to 40 letters a day. This might be all right if we could find such persons. I'm inclined to think they don't exist out here on the Coast in these days: no such persons available. And if we were able to find them, I'm not sure they could be assimilated happily into an otherwise amateur staff, trained only in the job. The other possibility is to add amateurs to the present Placement Department, persons with common sense and analytical minds, but no specific training. Howard Beale felt strongly that Scardigli and Wyman were incapable of delegating work to more than two assistants at a time and that the addition of four amateurs to the Placement Department would not produce results. I disagree. I think it would work and that it is the more feasible of the two alternatives.

At any rate it is essential to decide once and for all whether we are to operate on an amateur or on a professional basis. So far each attempt to mix the two has led to unhappiness and bitterness and hurt the work.

National Student Relocation Council - West Coast Office

PERSONNEL and FINANCES
December 24, 1942

Name	Position	Monthly Salary
Thomas R. Bodine	Administration	$ 50.00
Woodruff J. Emlen	Administration	90.00
William C. Stevenson	Student Records Dept.	65.00
Dorothy McMichael	Student Records Dept. (4/5 time)	104.20
Helen Geltz	Student Records Dept. (1/2 time)	50.00
Grace K. Green	College Information Dept.(5 day week)	135.00
Virginia C. Scardigli	Placement Department	125.00
Ada Wymen	Placement Department	100.00
Margaret Jones	Placement Department (& Misc. Corres.)	
Charlotte A. Siegel	Placement Department (steno)	115.00
Denny Wilcher	Financial Aid Dept. (temporary)	50.00
Trudy King	Permit Department	volunteer
Elizabeth Emlen	Permit Department	75.00
Ann Katherine Baerwald	Permit Department	115.00
Elizabeth Owen	Permit Department (1/2 time)	volunteer
William Wardlaw	Filing, Mail, Mimeograph	100.00
Dorothy Brown	Filing, Mail, Mimeograph	100.00
Muriel Bullard	Office supplies & equipment, general files, phone, supervision of stenos, bookkeeping, etc	120.00
Dorothy M. Stevens	Stenographer	120.00
Pauline A., Cowan	Typist	100.00
Lillian E. Spahn	Stenographer	115.00
Martha Blumenthal	Stenographer	115.00
M.L.Erb & Patterson	each 1/2 time stenographers	115.00
		$1919.20

Estimated Other Expenses per month

Postage	150.00
Telephone & Telegraph	125.00
Office Supplies	75.00
Typewriter Rental	25.00
Petty Cash	40.00
Miscellaneous	25.00
Travel	?
	$ 440.00

Rent $50

National Student Relocation Council - West Coast Office

FINANCIAL REQUIREMENTS before December 31, 1942

December 31st Payroll	$1000.00
Amount by which Berkeley Bank Account would be overdrawn, if all present outstanding checks were cashed (two checks are being held until this money comes in)	70.99
Owed to Trudy King, who insists she doesn't want it	200.00
Borrowed from West Coast Scholarship Account, most of which is [illegible] earmarked for specific students	1205.76
	$2476.66

Schafer
cc: Beeson
cc: McLaughlin
cc: Yamada

~~#64.500~~
~~D6.10~~
T 2.10

May 27, 1943

NATIONAL STUDENT RELOCATION COUNCIL

Its Purpose and Functions

The National Student Relocation Council was organized in May of 1942 at the request of the WRA and with the approval of the War Department. In the months of March, April, and May during the time of evacuation, the Deans and Presidents of colleges and universities on the West Coast became concerned to see the Japanese American students given an opportunity to continue their education on the college level. With the cooperation of many college officials in Eastern and Mid-western schools, a number of students were placed before the freezing orders went into effect. Considerable confusion resulted from having individual students and interested persons on West Coast campuses writing to various schools and college in the East and Mid-west; and therefore, it was felt advisable to set up a Concil to serve as a clearing house for the students, the colleges, and the government.

In December, 1942, the WRA defined the function of the Student Relocation Council in the following words taken from Administrative Procedure 22, Revised Supplement 1, dated 12/1/42. "The National Student Relocation Council has been organized to perform for the WRA the following functions with respect to the attendance of evacuees at educational institutions outside the relocation center:

It assists students in selecting a school to attend;
To examine and appraise the students academic records;
To arrange with educational institutions for the admission of students;
To determine community sentiment with respect to the relocation of students in that community; and
To determine the adequacy of the students' financial arrangements"

During the summer months of 1942, the Student Relocation Council received questionnaires from some 2,000 students. It secured for these students copies of their high school and college transcripts, letters of reference, and other materials pertinent to their relocation. A Board of College Deans and Registrars on the West Coast volunteered their time to analize each student's folder and gave him or her a ranking similar to that used by the University of California in awarding its scholarships. During the summer months also the Council worked out with the War Department an agreement for the release of students from the assembly centers. This agreement included a clause which said that before a student would be permitted to attend an educational institution, that institution would have to be cleared by the War and Navy Departments in Washington for the purpose of student relocation. This clearance was very slow; and in September, only a handful of colleges could be cleared. Consequently, the number of students placed for Fall entrance was not large. During the Fall months, clearance of institutions became

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much more rapid so that it was possible to relocate some 900 students by mid-winter. At the present time, the War and Navy Departments are willing to clear most colleges and universities in the country which are willing to accept Nisei students, except the large private and State institutions such as Colorado, Chicago, Illinois, Minnesota, Columbia, N. Y. U., etc. The Council hopes that it will be possible to have these types of institutions cleared soon, but it has had the same hope unsuccessfully for many months.

The 900 or so students who have been relocated are out in approximately 175 different institutions in 37 different states. They have met with a very cordial welcome wherever they have gone and have won many honors. Kenji Okuda, for example, was elected president of the student government at Oberlin. Lillian Ota received five graduate fellowships following her year at Wellesly College including fellowships at Michigan, Yale, Smith, and Bryn Mawr. A student in Tully, New York, was elected vice-president of his class and a non-evacuee Nisei at the University of Pennsylvania was elected vice-president of her class during the past year. The letters which have come into the Student Relocation Council Office from these relocated students have almost invariably told a story of good and tremendous happiness at being out and finding friendliness and helpfulness on the outside.

Because the United States Government is not in a position to assist evacuees to continue their education of college level, the Student Relocation Council has been entirely privately financed. One of the large foundations in New York, a foundation in San Francisco, and several of the national church organizations have been responsible for the administrative cost of operating the program. Many of the staff workers have given their time on a voluntary basis and have worked unusually long hours in behalf of the students. Because of manpower shortages and a high turnover in personnel, the Council has not always been able to do its job as efficiently as it might have wished; and yet, the fact that 900 or more students are now successfully relocated indicates some progress. Scholarship help for the students has come from a number of sources. The colleges that have been cooperating by receiving students have made available a total of more than $100,000.00 in tuition scholarships, remission of fees, and college work opportunities. Various church boards, the World Students Service Fund, and many individuals and others made avilable $50,000.00 for cash allocations. At the present time, most of these funds have been exhausted, but in early May, the church boards began to inform the Council of their plans for the coming year. Most of them are doubling or tripling the amount of money they made available last year and are indicating that they do not wish the money used purely for the members of their denomination but that they want the money used for any student worthy of financial aid, regardless of his religious inclination. The World

Students Service Fund, which last year made available $9,000.00, this year has indicated that it will probably have available for Nisei scholarships, $52,000.00. In other words, if a student has reasonably good grades in high school or in his work in college thus far, he can look forward to some financial help if he does not have sufficient funds of his own. There are some 400 institutions which are available to evacuee students; and, in many of them, costs are not high and part-time employment possibilities are many and varied. While these institutions do not include the large private and State universities, they do include numerous places where a student can get an excellent education and a degree which carries real weight.

The Student Relocation Council is happy to see students go out on work leaves before going to college and it will continue to work for each student just as arduously whether he is on the Project or out on private employment. In fact, there are many advantages to a student's leaving the Project for employment. The more money he can accumulate on his own, the better off he will be after he gets in school. A person going out on indefinite educational leave does not receive the WRA travel grant whereas a person going out on work leave can receive the WRA travel grant. In general, it is important that the student keep writing letters in to the Student Relocation Council Office in Philadelphia. It keeps the Council informed of his present status, his present interest, hopes, and dreams. Although the Council tries to take the initiative for every student, it does no harm when the student carries the ball by writing fairly frequent letters to the Philadelphia office.

How the Student Relocation Council Functions

There are three large divisions in the office in Philadelphia: the Records Department, the Placement Department, and the Leave Department. The student files with the Council three copies of a detailed questionnaire. When this arrives in Philadelphia, the Records Department sends for 3 copies of the student's transcript from his West Coast institution and from his Project high school if he is a graduate. It also sends for letters from the persons named as references by the student. It collects materials from the college or high school personnel offices and from the student's former employers and from interested individuals on the relocation projects and others who might have a line on the student. When this material has been accumulated (after a 3 to 5 weeks interval), it is analized by a Board of College Deans and Registrars and the student is ranked according to this scholastic and all-around abilities.

The Placement Department serves to suggest schools to students

and to recommend students to schools. There are two methods; either the student takes the initiative and writes in to name a specific school he wishes to attend or writes in to ask for suggestions of possible schools which are available to him, or the student waits until the Council takes the initiative and suggests schools which the student might attend. If the Council takes the initiative, it naturally works on the student with the highest rank first. When the student takes the initiative, it makes no difference what his rank, the Council stands ready to help him. The procedure then is this. In response to a student's letter or on its own initiative, the Council writes to the student and suggests colleges or universities which offer him the courses he wishes and which approximate in cost, his financial resources. These schools are available to evacuees, in that their quotas are not yet filled, that they are cleared by the Army and Navy and are eager to accept Niseis. The student then goes to the Student Relocation Office in his Project, looks in the catalogs that are available there, and discusses with the Councilor which college is the best choice for him. He then writes back to the Student Relocation Council in Philadelphia naming his choice. The Council then writes to the school in question, recommends the student, sends copies of his transcript and letters of reference, and asks for his acceptance. In general it is wiser if the student and his friends in the Project do not try to work on their own in attempting to secure admission to colleges. The Council exists in order to serve as a clearing house of information, about both students and colleges and to alleviate the confusion that arises when colleges are flooded with applications and requests for information.

The Financial Aid Department usually comes into the picture after the student has been accepted by some institution. Since the costs vary so widely amongst the schools, the amount of money a student needs will therefore depend very largely on what school accepts him. If the Financial Aid Department finds that the student's own financial resources as discussed in his National Student Relocation questionnaire are not adequate to cover the costs for one year's study at the institution which has accepted him, then it considers the student as applicant for financial aid. It attempts to find part-time employment for him and looks into the possibilities of scholarship help from the college. If these sources of financial help are not adequate, it starts negotiations with the donors of scholarship cash on behalf of the student.

When the student has been accepted by an institution and when his financial situation has become clarified, the Leave Department then begins negotiations for his indefinite educational leave. During the winter months, there were many long delays in securing student leaves. The WRA offices in Washington became utterly swamped with the work of registration in February. The manpower shortage in Washington hit the WRA hard and it was

not until well into March that the Leave Division in Washington was able to begin to give the services which it wished to perform. After the Student Relocation Council moved its offices East to Philadelphia, it became possible for Miss Trudy King, Supervisor of the Leave Department, to make regular trips to Washington, D. C. to follow requests for student leaves through the various channels in Washington and to see that they are not unduly delayed. Therefore, any person on the Project who wishes to see student leaves expidited is urged to wire or write Miss King. In the case of student leaves, the Washington WRA prefers that such speed-up wires be directed to her in Philadelphia rather than to them in Washington since she does make regular trips. There are five conditions which must be met before a student's leave will be authorized from Washington. (1) The original (not a copy) letter from the college accepting the student must be filed in Washington by the Student Relocation Council. (2) The Council must submit to the government evidence that the student has sufficient financial resources in the form of cash or a job or a scholarship to cover his college expenses for one full year. Such evidence must be in written form. In the case of cash, it may take the form of a letter from someone in authority on the Project who has seen the cash in the student's possession and can say that the student has told him that this particular cash is available for his education. If the money is in a bank account, it is necessary to have a statement from the bank describing the amount on deposit. Forms for securing such bank statements can be obtained from the Council's office in Philadelphia. In case a student's friend or relative is helping to finance him, it is necessary to have a letter from that friend or relative expressing his intention to help the student as well as information about the financial resources of that friend or relative. If part of the student's resources is represented by a job on the campus, some sort of written evidence that that job exists is required. (3) The student must be cleared through the FBI, which clearance is automatic if he registered in the general registration last February. If he were too young to register at that time, WRA form 26 should be sent in promptly. If the student is a non-citizen or has spent some time in Japan, he will have to be submitted for special clearance through the War Department. This special clearance involves a delay ranging from 4 to 10 weeks. It should be noted, however, that non-citizens and persons who might be Kibeis are eligible for student relocation if they can demonstrate to the War Department that they are thoroughly American. (4) The college or institution at which the student has been accepted must have been cleared by the War and Navy Departments for student relocation. If a student is accepted at a college which does not yet appear on the list of cleared institutions, that college will be submitted clearance by the Council. Such clearances often involve a delay of 4 to 10 weeks. (5) The Council has to demonstrate to the

authorities in Washington that the attitude in the community where the college is located is such that no public disturbance is likely as a result of the student's being there.

One of the questions which many students often ask is whether or not it is worthwhile to go to school or college for 6 to 8 months in view of the fact that the draft may come along at any time and sweep them out of college. The Council feels that the student should face this problem in much the same way that the other American young men are facing it. It is certainly desirable to get as much of one's education as possible. The experience of living on a college campus, even for as short a time as 6 months, is valuable. It is well to get started in college before the draft hits in order to have a college to return to after the war is over. If a student is in college at the time he is drafted, he is more likely to be accepted into one of the various training units which the Army is establishing on college campuses across the country. The Council has no inside dope on how the draft is going to hit the Nisei. It hopes that they will be considered in the same category as other Americans and those eligible for the Army training units on the various campuses.

Sometime during June, the Council intends to publish a Directory of all the students who have thus far been evacuated and of all the Nisei students, both evacue and non-evacuee, who are enrolled in the various colleges and universities of the United States. When this Directory comes out, it will be of value to the student in giving him information as to what other students are already in the colleges they are thinking of attending so that they may write to these students and secure first-hand information on conditions there. The evacuee student should realize, however, that whereas the large State and private universities are closed to him by Army and Navy rules, they are open to students who are not residents of evacuee centers. Therefore, if he sees that there are Japanese American students at Michigan, for example, he should not jump to the conclusion that Michigan is available to him. The WRA and the National Student Relocation Council have been active for many months in trying to secure a change in the rulings which permit non-evacuee students to attend certain institutions but which exclude evacuees. Another curious aspect to this situation is that it is possible for these uncleared institutions to hire evacuees as employees and as professors although they are not permitted to enroll them as students.

On many of the Projects, student evacuee offices have been developed, the most outstanding being the one at Topaz. There, the work is under the leadership of the Community Welfare Section. A wife of one of the appointed personnel serves as head of the student relocation office. Under her are two evacuee councilors assisted

by a clerk and a part-time typist. They have built up a splendid library of catalogs from the list of cleared institutions. They have also subscribed to some college newspapers and magazines. They have acquired several books on American colleges such as the book called "So You're Going to College" by Clarence Lovejoy. They also have on hand the bulletin of the United States Office of Education entitled "Part III, Colleges and Universities Including All Institutions of Higher Education". They have set up files on each of the students who has applied to the Student Relocation Council. In each student folder is a copy of his Student Relocation Council questionnaire. When carbon copies of letters written by the Council to the students arrive on the Project, they are routed to the Student Relocation Office and are placed in the student's folder. When such a carbon copy arrives, the student evacuee office calls the student in and asks him what he is going to do about this letter he has received from Philadelphia. If a student has been inactive for quite a while, the office calls him in and asks him what is happening. If he has not received a reply to some letter he has sent in to Philadelphia, the office urges him to write again and call Philadelphia's attention to the matter.

The student evacuee office at Topaz has analized the colleges which are available and has made lists and which are available in music, in architecture, in engineering, etc. They have also arranged the colleges by states so that students can quickly locate the institutions in a given neighborhood.

At Topaz there has been organized a Student Aid Committee with representatives from the Block Managers, from the Community Council, from the Co-op Store, and from the High School. This committee has launched a drive within the center for a $2500.00 scholarship fund. It plans to distribute this fund among 15 or 20 of this year's high school seniors who are eligible for college work and who do not have sufficient funds of their own. It will divide the sum it receives evenly among all of the students whom it desires to help so that each will receive $100.00 or $125.00. The Student Relocation Council will then try to find the balance needed by each of these students. Thus the Project high school seniors are given an incentive to go on with their education on the college level and the whole program of student relocation receives Project approval and enthusiasm.

At the present time, Mr. Thomas R. Bodine, Field Director of the National Student Relocation Council, is on a tour of the ten Projects to exchange information with the people on the Projects who are interested in student relocation, to meet with some of the high school seniors, and to interview as many as possible of the students who have applied to the Council but who have not yet been placed. He

is remaining for 5 or 6 days on each Project. He has already visited Amache, Topaz, and Gila. His remaining stops come in the following order: Poston, Manzanar, Tule Lake, Minidoka, Heart Mountain, and the Arkansas Centers. He will be at Poston approximately June 1; at Minidoka, July 1; completing his trip August 1.

NOTE: Ethel Otomo and I have sat up very late tonight dictating this brief survey of the work of the National Student Relocation Council. We have tried, without organizing our thoughts, to put on paper the answers to some of the questions which may be on your minds. If we have not answered everyting, please feel free to write to the Student Relocation Council at 1201 Chestnut Street, Philadelphia, Pennsylvania. I am hoping at my later stops to dictate quotations from the exuberant letters we have received from relocated students, in order that you might have a convincing picture of the warm welcome the students at least have met on the outside. Until then, good luck and more power to you.

THOMAS R. BODINE
Field Director

TRB:eo
S-#899

NATIONAL JAPANESE AMERICAN STUDENT RELOCATION COUNCIL

Report of the Field Director

delivered at the Council Meeting, September 29, 1943

It is not easy to condense into a brief report the impressions gained in a summer's tour of the Relocation Projects. The most important impression with which I returned is the feeling that evacuee psychology is now jelling into a fixed pattern, a pattern of resisting relocation, of thinking up reasons for staying put.

Among the students, this resistance to relocation is evidenced by the fact that the kids did not come to see me of their own initiative. I had to think up ways and means of reaching them with the help of various Project people. These were students who, if it had not been for evacuation, would have been eager to come and listen to a person who wanted to tell them how to go about getting to college.

Why were the students not eager to come to see me? There are a great many reasons, the most important of which is the discouraging counsel that many of them receive from their families and Project-high-school teachers. The families are often very positive about discouraging their children from going on with their higher education. For a wide variety of reasons, they do not want their children to leave the Projects, even to go to college. A number of the high school teachers, although they give lip-service to student relocation, feel very strongly that Japanese-Americans should not go on to college. When a person visits a project for just a day or so, he can easily fail to realize that he is seeing only the people who are sympathetic to the cause of the Japanese. If he stays a week or more on a Project, he will discover that there are many people, even among the high school personnel, who are not sympathetic to the Japanese, and who are specifically hostile to the idea of Japanese Americans getting a college education. Some of this hostility is born of race prejudice, particularly among the teachers who are attracted to the projects by the relatively high salaries paid by the Federal Government. Some of this hostility is born of an attitude which the teachers describe to you as realism. They will tell you that it is a mistake for a Japanese American to think in terms of a college education since he is destined to be only a manual laborer anyway. They point out that if he goes to college and gets "high falutin'" ideas about what he can do in life, it will only lead to unhappiness and disillusionment when he finds that the fields for which he is trained are not open to him.

What with evacuee psychology resisting relocation and the attitude of families and teachers not sympathetic to the idea of boys and girls going to college, it is easy to see why an outside agency such as ours has a large task to stimulate these boys and girls. In fact, the Student Relocation Council has had two jobs to do during this past year and a half. Not only has it had to provide the machinery for relocation into colleges and universities, but it has also had to renew the students' faith in the American people and thus make the students want to relocate enough to break with their families and resist the advice of their teachers.

Only an outside group of people, people who are known to have no axe to grind, who are not connected with the Government, who are not just another social service agency, but who come to the students as their friends and advisors, can do the task which remains to be done-- that of stimulating the oncoming generation of high school graduates on the Projects to take their lives in their hands and go forth to college. In each of the Relocation Projects the Student Relocation Council theoretically works through a Student Relocation Counselor who is an appointee of the War Relocation Authority. In theory these individuals should do the job of stimulating the students to want to go on with their education. Unfortunately, they are all very busy people. On two of the

projects they are the heads of the adult education program; in another two they are the high school Vocational Counselors. On one project it is the Superintendent of Education; on another it is a social welfare worker; on another, the wife of a Methodist minister; on another, a high school teacher; and at the tenth Project the Counselor is a pathetically overworked Leave Officer.

To sum up, I would say that for the students whose college education was interrupted by the evacuation, the Student Relocation Council has done its job and has done it well. Remaining in the centers, however, are the oncoming generation of high school graduates who will need outside help in combating the influence of family and teachers if they are to leave the Projects, get a college education, and make their contribution to America.

THOMAS R. BODINE