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WAR DEPT

OFFICE OF THE ASSISTANT SECRETARY

WASHINGTON

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

Dear Mr. Pickett:

Mr. M. S. Eisenhower, Authority, has sent me a copy of regarding the working out of a plan for Japanese-American citizens who from the Pacific Coast. He has said that your committee would find it helpful to have the expression of approval of a properly executed program in this respect.

Accordingly, I take pleasure in

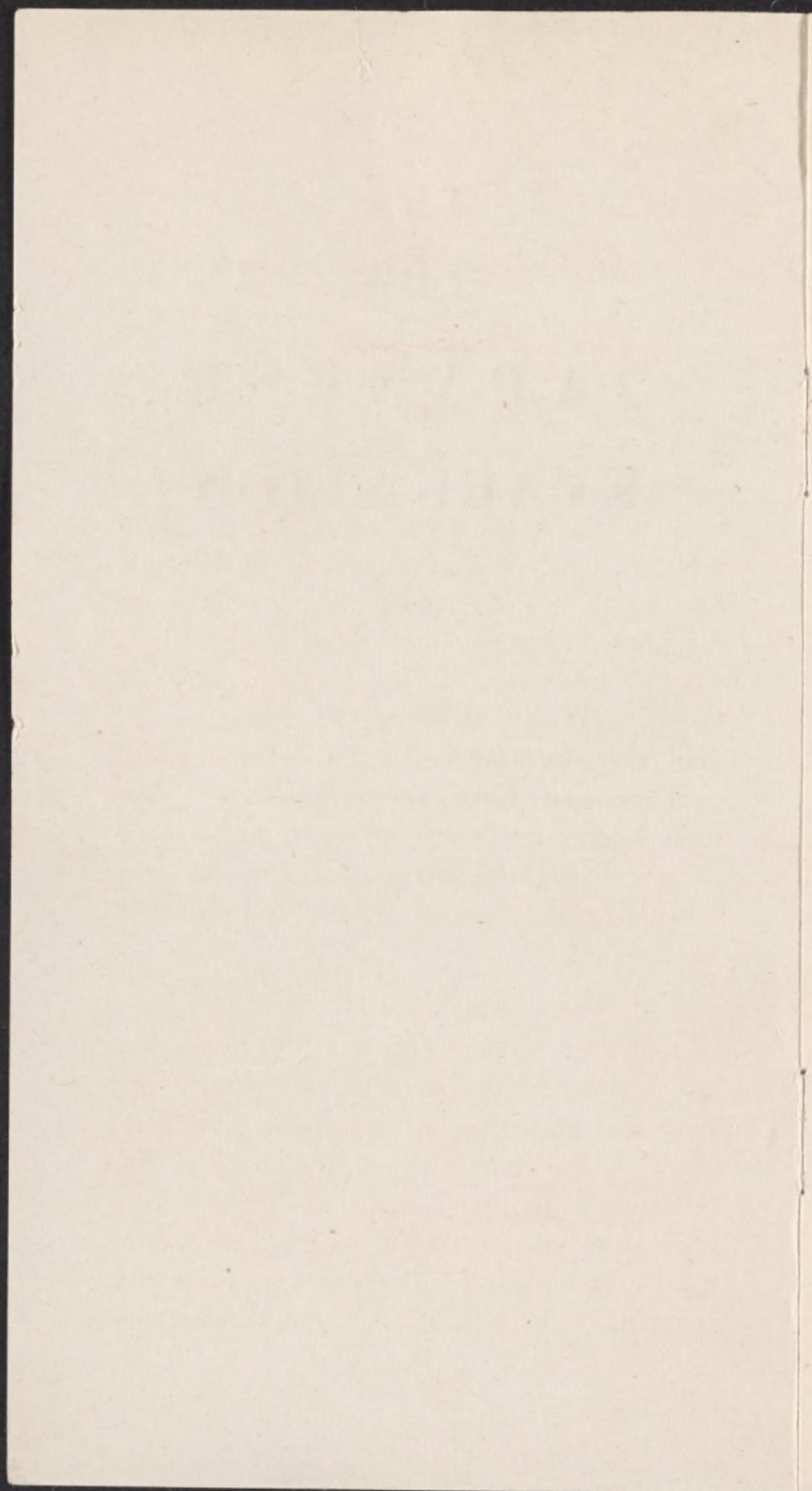
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circulation.

*The*

*W.M.B.*

**J A P A N E S E  
E V A C U A T I O N**

*A message from the  
American Friends Serv-  
ice Committee to the So-  
ciety of Friends and to  
our fellow Christians.*



## The Japanese Evacuation

The forced mass evacuation of more than 100,000 Japanese from the West Coast creates a special responsibility for us to help preserve the ideal of brotherhood, and of political and religious freedom in our country. These fellowmen, nearly all of whom have thought of themselves as members of our nation, and two-thirds of whom are American citizens, have been placed under a ban without accusation and without trial. Bewildered and grieving old women and men, the sick and feeble, babies and young children—all have been forced to leave their homes and most of their possessions. Nearly two thousand students in our universities and colleges have had to leave their studies.

The fault rests squarely upon us as a people who have permitted prejudice, fear and hatred to flower into intolerance and violence, and now in a war situation have allowed the government to arrange this evacuation in direct violation of our heritage of social and racial justice. The United States was founded upon the premise that individuals of many differing races, re-

ligious beliefs, and cultural patterns could live together harmoniously and could create a strong, just and tolerant nation.

As a people and as a government we must not blind ourselves to the implications of such action. If one minority of our citizens, without trial and without proven guilt, can be forcibly moved under pressure, any minority under different circumstances of inflamed public opinion runs the danger of losing its democratic rights. Naturally, we recognize the right and obligation of the government to protect itself against sabotage, and to detain individual aliens definitely proved to be engaged in such activities, but we cannot concede the right of a government to take such arbitrary mass action against a group as a whole, most of whom are loyal champions of democratic institutions, and grievously disturbed by the Japanese attack upon the United States.

This action toward Japanese as a group intensifies the racial tensions and unrest already present in this country, particularly among Negroes, who wonder now whether the few rights they have won may not be taken from them, and who ask how much longer they are to be denied their full share of opportunity in American life. This compulsory mass evacuation adds one more

tragic chapter to the sad history of racial discrimination and intolerance, of anti-alien land laws, of discriminatory exclusion acts, to the prejudices and misunderstandings and economic exploitation, all of which had some part to play in the desperate plunge of the Japanese military into war against the United States. We should not now by our deliberate action add fuel to the flames of Japanese propaganda within Japan and throughout Asia and Africa against us and the white man in general. We should not follow the evil Nazi policy of forcing people from their homes because of race or origin.

An unbelievably bitter world will confront us at the end of the war. If we are to attempt to weave a pattern of world fellowship in which the threads of different cultures add luster and beauty to the design, we must begin now in our own nation to share the rights and privileges we claim. Greed, selfishness, fear and injustice will never make a united nation nor a peaceful world.

During this movement of the Japanese people, the American Friends Service Committee, in cooperation with many other organizations and individuals, has sought to do what it could to minister to the emergency needs of individuals and especially

of old people and children. Many in the affected areas have already expressed in many concrete ways their fellowship with the misfortunes of their Japanese neighbors. And now the American Friends Service Committee in cooperation with churches and other interested agencies, has been officially requested by the War Relocation Authority to render special service in connection with the transfer of Japanese students from proscribed areas on the West Coast to inland institutions. After due deliberation, this responsibility has been accepted.

It seems appropriate, however, that in undertaking this service, a statement should be made to our constituency making it perfectly clear that we do not accept this evacuation as a matter of course, nor approve it in principle. The events of the past few months have caused us deep humiliation and profound concern.

While evacuation is largely centered on the West Coast and has been caused by pressure within those states, it behooves us all to examine our own spirits to see whether our own lives are free from the corrupting influences which are responsible for the oppression of fellow citizens.

As part of that penitence, we have felt that we should share in such ways as our

limited resources permit in breaking the force of this calamity which has come upon the Japanese population. One of the ways we can help is in the relocation of students so that they may continue their preparation for a useful life among us.

The opportunity to place Japanese students in educational institutions so that they can pursue their studies and be integrated in the life of communities throughout the land is the more important because it is based upon the recognition that it would be contrary to the American pattern of life to segregate them indefinitely in detention camps or ghettos. This principle must determine the eventual disposition not only of students but of all the evacuated Japanese, and we believe that the responsibility at the earliest possible moment to take steps looking toward a permanent solution in accordance with this principle rests upon the people of the entire nation as well as upon the government.

It may be that opportunities to help in such efforts will be open to us, and if so we hope we shall be wisely guided in meeting them. But most of all we wish to call for a reexamination of the spirit of our own lives and a dedication anew to a reverence for that of God which is in every man.

*Copies may be obtained from*

AMERICAN FRIENDS SERVICE  
COMMITTEE

20 South Twelfth Street, Philadelphia, Pa.

# FROM CAMP TO COLLEGE

*The Story of*  
**Japanese American Student Relocation**



“When the story of relocation is written and WRA’s objective of emptying the relocation centers is achieved, we will be able to look back and say that the first impetus to resettlement out of the centers was provided by student relocation.”

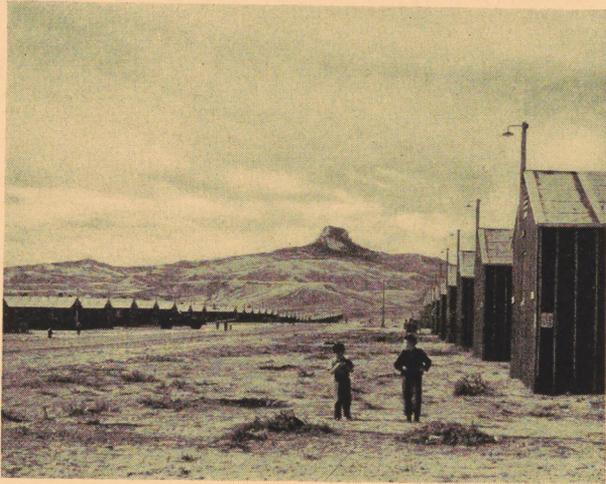


DILLON S. MYER, *Director,*

*War Relocation Authority*

NATIONAL JAPANESE AMERICAN  
STUDENT RELOCATION COUNCIL

1201 CHESTNUT STREET ☘ Philadelphia 7, Pa.



*Heart Mountain, the third largest city in Wyoming.*

### **PIONEERING—AND REBUILT FAITH**

The story of student relocation is a story of pioneering and of rebuilt faith. Most of the 3000 students who have gone from camp to college have gone to areas of the country where people of Japanese ancestry were almost unknown. As ambassadors for the entire Japanese American group, they have paved the way for others to follow. They have stimulated and encouraged their families to come and join them. Most important, perhaps, their pioneering has helped large sections of our population to acquire a new understanding of American principles and fair play. And in the process their faith in themselves and in their whole future in this country has been restored. Student relocation has given purpose to Japanese American valor on the battlefields of Italy and France, Burma and the Philippines. It has helped in a small way to redress the wrongs rising from a long history of racial discrimination and to bring closer the day when, in the words of Franklin D. Roosevelt, *"every loyal American citizen, regardless of his ancestry, shall have the opportunity to serve this country wherever his skills will make the greatest contribution."*

In the past two and a half years, some 3000 students of Japanese ancestry have found their way out of Assembly and Relocation Centers into more than 500 institutions of higher education all the way across the country. Except for the oncoming high school graduates, there are relatively few students of college calibre left in the Relocation Centers. Almost all of the 2500 students of Japanese ancestry enrolled on West Coast campuses at the time of Pearl Harbor have had an opportunity to continue their education. The fact, however, that 3000 have enrolled in the past two and a half years as compared with 2500 attending at the time of Pearl Harbor does not mean that more Japanese Americans are attending college during war time than were in college before the war, because many of the 3000 have volunteered for or have been drafted into the Armed Forces, have accepted jobs in war industries, have graduated, have married, or have left college for other reasons.

Of the 2000 boys and girls who graduated from the camp high schools in 1944, approximately 400 went to college, many of the boys among them squeezing in a

few months of higher education before their induction into the Army. Thus the percentage of Japanese Americans continuing their education in war time is about the same as the national percentage. Thanks to the efforts of colleges, churches, government agencies, student groups and a host of others, the Japanese Americans have not been permanently deprived by evacuation of an equal opportunity for higher education.

### STUDENT RELOCATION BEGINS

In March of 1942, following the announcement of the Government's plans for evacuating all persons of Japanese ancestry from the West Coast war zones, many college people up and down the Coast became concerned about the 2500 young men and women of Japanese ancestry enrolled in colleges and universities in the military areas. Under the leadership of the YMCA-YWCA, the Pacific College Association, and such West Coast college presidents as Robert Gordon Sproul of the University of California, Lee Paul Sieg of the University of Washington, and Remsen Bird of Occidental, groups of educators, students, and church people quickly formed to try to arrange for the immediate transfer of as many nisei as possible to campuses east of the military areas. Letters were written to colleges and friends all over the country. Questionnaires were sent out. Students were interviewed. To co-ordinate this activity, a Student Relocation Committee was organized in Berkeley on March 21 and met weekly during the months of April and May. An appropriation was secured from the National YMCA-YWCA and an executive secretary hired.

At its first meeting the consensus of this West Coast committee was that evacuation was neither necessary nor expedient and that an appeal should be addressed to the authorities to alter its character from a wholesale removal of *all* persons of Japanese ancestry to a discriminating removal of potentially dangerous individuals. When this appeal failed, the committee began the work of determining which students would want to continue their education, what their needs were, and where in the east and midwest they might go. In all, about 75 students found their way east in those first frantic days of March and April 1942 before the *National* Student Relocation Council was organized.

### THE STUDENT RELOCATION COUNCIL IS BORN

In early May, the director of the newly organized War Relocation Authority addressed a letter to the executive secretary of the American Friends Service Committee in Philadelphia, inviting him to call together all the various groups at work on the problem of student relocation and organize a national council to carry out the program. The Assistant Secretary of War, John J. McCloy, expressed his approval of the program: "*Anything that can legitimately be done to compensate loyal citizens of Japanese ancestry for the dislocation to which they have been subjected, by reason of military necessity, has our full approval.*"

Thus on May 29, 1942, in Chicago, the National Japanese American Student Relocation Council was born, with offices in Philadelphia, Seattle, Portland, Berkeley, and Los Angeles (later centralized in one office in Philadelphia). Its membership includes college presidents and deans, officers of college associations, representatives of leading

Protestant churches, Jews, Catholics, Quakers, and the Student YMCA and YWCA. Its costs of operation have been met by generous grants from the church boards and from two philanthropic foundations, one in New York and one in San Francisco.

### *THE FIRST YEAR'S WORK*

Staffs of volunteers numbering as many as twenty or thirty persons went to work in the Council's various offices in 1942 and by the end of the summer could report 2,321 applications from students in Assembly and Relocation Centers and 152 students enrolled on new campuses. Some of the same factors that led to the removal of the nisei students from the West Coast tended at first to limit the number of colleges available to them in the east and midwest and to necessitate complicated procedures for leave clearance. It was not until the end of the year 1942 that the government procedures for clearing colleges and students became sufficiently well organized to permit any great flow of students from camp to college. Even in March of 1943, at the time the Council centralized all its offices in Philadelphia, there was a logjam in Washington of some 300 Student Relocation Council requests for leave clearance. By midsummer of 1943 the WRA part of the clearance procedures for students was functioning smoothly and has run smoothly ever since. On July 5, 1943, at the end of its first thirteen months of operation, the Council could report applications from 3,264 students in Assembly and Relocation Centers with more than 1000 students relocated on college campuses east of the West Coast military areas.

### *THE SECOND YEAR*

During the Council's second year, not only were large numbers of former West Coast college students helped to relocate, but boys and girls graduating from the Project High Schools were encouraged to make and carry out plans for continuing their education. In each case the Council found a sizable volume of correspondence necessary—twenty-five letters per student on the average—as it stimulated students not to "lose-fight," counseled them as to their choice of school, secured their transcripts and letters of reference, made formal applications to the school finally chosen by the student, arranged with the governmental authorities for the clearance of the school and of the student, channeled the student's request for financial aid to sources of scholarship funds, helped the student to find part-time and between-term employment, and helped to arrange for his warm welcome on the campus and in the new community. Only in war time would so complex a procedure be necessary or tolerated.

By December 31, 1944, at the end of its first two and a half years the Council had received applications from a total of 4,594 students. Of these, the Council has found college acceptances for 3,597, the other thousand having lost interest as they went into the Army, married, found suitable permanent employment, or were taken care of otherwise. Acceptance at some school has been found for about 500 students who never actually enrolled, again because of the draft, employment, marriage, or because the college which had accepted them was prevented by military regulations from enrolling them. All this was accomplished at an administrative cost of only \$34 per student enrolled, or \$29 per student accepted.

During this second year, hospital schools of nursing began to welcome nisei in numbers, having learned from the pioneering of a few prominent schools in New

York, Philadelphia, and Chicago that the Japanese American girls make excellent nurses and that patient reaction is uniformly good. The Council knows definitely of 215 nisei enrolled as student nurses, 194 of them members of the United States Cadet Nurse Corps. It estimates that there are another 100 girls who have relocated into nursing training independently of the Council.

### *MILITARY REGULATIONS*

As the months have gone by, the military regulations under which the Council has operated have become steadily more liberal. In the summer of 1942, the Council had difficulty securing from the Western Defense Command permission to enter the Assembly Centers for the purpose of distributing Student Relocation Questionnaires and interviewing prospective students. In the early summer of 1942 the military authorities in Washington felt that for security reasons no evacuee student should attend any college within twenty-five miles of a railroad terminus. This decision seemed so restrictive that there was some question as to whether it was worthwhile to go forward with the program at all. Fortunately, it was modified later in the summer to provide that the names of colleges which had accepted an evacuee could be submitted to the War Department for clearance. Clearances came through slowly even for the smaller schools not engaged in war work. The program was handicapped by the delays involved and by the fact that a college had first to accept an evacuee before it could be determined whether the War Department would approve its enrolling such students.

In January of 1944 the military authorities lowered the restrictions further by announcing that henceforth clearance of institutions would not be necessary and that except for certain "proscribed" colleges and universities engaged in work important to the war effort, evacuees could attend on an ordinary WRA clearance the schools which accepted them; for attendance at the "proscribed" institutions, the student would be required to secure a special Provost Marshal General's clearance.

On August 31, 1944, the War Department removed all restrictions on the attendance of students of Japanese ancestry at educational institutions. In the words of the telegram from the War Relocation Authority announcing the change in policy: "Students to be accepted at all schools on same basis as any others." Finally, on December 17, 1944, the War Department announced that all persons of Japanese ancestry not individually excluded were free as of January 2, 1945, to return to the West Coast. With the complete lifting of the military restrictions, there is now no security reason for any college or university rejecting the application of a student of Japanese ancestry.

### *WHAT COLLEGES HAVE ACCEPTED NISEI*

Among the 550 institutions known to the Council to have accepted Japanese Americans during the past two and a half years are roughly one quarter of the accredited colleges and universities of the country, approximately one hundred hospital schools of nursing, a good many accredited small colleges, and some trade and vocational schools. Not many nisei have entered southern schools, although all but two of the southern states have accepted a few. Until recently none had relocated to West Coast institutions, except in the non-military areas of eastern Oregon and Washington. The majority have gone to the Rocky Mountain region, the middle west, and the northeast.

Among the large institutions which have welcomed nisei recently are Yale, Columbia, Harvard, Cornell, New York University, Vassar, Holyoke, Smith, Wellesley, the Uni-

versities of Minnesota, Wisconsin, Michigan, Chicago, Illinois, Nebraska, Missouri, Colorado, Utah, Texas, Iowa State, and Ohio State. Most of the smaller colleges throughout the east and midwest have cooperated warmly. Some of those which have been very popular with the nisei have had to set quotas, to be fair to all groups, but their quotas for Japanese Americans have been uniformly generous. At the present time there are more openings in all types of schools than there are students to fill them.

There is a tendency amongst the evacuees to prefer the large university to the small. On the West Coast they had ordinarily flocked to the state universities and sidestepped the smaller colleges. They often feel that for a member of a minority group, a degree from a university that is widely known has greater value. It has not been easy to persuade them that the eastern and midwestern small college has a great deal to offer a member of a minority group, that the warmth and compactness of the small campus provide greater possibilities for assimilation, and that standards in most such places are high. In a way it was fortunate that the military restrictions forced the first of the relocating students to attend small schools. Their success and happiness will help overcome the natural tendency of the oncoming nisei high school graduates to aim for the large state universities, now that they are available.

#### *RELOCATED STUDENTS SUCCESSFUL*

Almost all of the 3000 students who have relocated during the past two and a half years have done well as students and as ambassadors for Japanese Americans as a whole. Their scholastic abilities are indicated by a survey made among the first 500 to relocate which gave them a grade point average of 2.3 (B+) in their first year's work on the new campus. There have been many outstanding individual achievements. Lillian Ota, for example, while a senior at Wellesley, competed for graduate fellowships at Michigan, Yale, Rochester, Bryn Mawr and Smith and won all five of them. She is now working toward her Ph.D. at Yale and was recently awarded a prize of \$100 in books for being the best first-year graduate student in the department of history.

The number of elective honors won by nisei is a sign not only of their popularity and ability, but also of the warm welcome that has been shown them. An informal and incomplete list includes five presidents of student governments, seventeen class officers, five athletic offices, and many miscellaneous honors such as fraternity memberships and one "Most Charming Girl" and one "Most Popular Boy."

#### *THE COUNCIL'S RELATIONSHIP TO WRA*

The Council is a private and independent agency. It receives no funds from the Government. It does, however, cooperate closely with the War Relocation Authority, having come into existence at the request of that authority. One instance of this cooperation lies in the field of leave clearance. Until March, 1944, the Council maintained a Leave Department to assist the WRA and the students by collecting and transmitting the documents required for educational leave and for Provost Marshal General's clearance. As more and more of the students left the Centers on employment leaves to earn money in advance of registration and as the entire leave procedure came to function more and more smoothly, the Council dropped its Leave Department and now refers all departure problems to the Leave Officers in the Centers and in Washington.



*"From camp . . .*

At each Relocation Center, the Project Director designates some individual on the high school staff to act as Student Relocation Counselor. In her office are housed college catalogues and information about the work of student relocation which can be used in counseling and advising students. The Council has supplied each Counselor with informal and confidential notations about the status of all the institutions with which it has had correspondence — whether they welcome Japanese Americans, whether they report their communities friendly, and whether they now have nisei enrolled. This information is kept up to date through the circulation of a weekly NEWSHEET listing acceptances and rejections of students, offers of part-time employment and scholarships, and general admissions policies as they affect Japanese Americans.

Colleges and others interested in welcoming students can ask the Council to include an item in its NEWSHEET or can correspond directly with the Counselors by addressing the Student Relocation Counselor at the following high schools:

**AMACHE SENIOR HIGH SCHOOL**

Granada Relocation Center  
Amache, Colorado

**MILES E. CARY HIGH SCHOOL**

Colorado River Relocation Center  
Poston II, Arizona

**BUTTE HIGH SCHOOL**

Gila River Relocation Center  
Rivers, Arizona

**PARKER VALLEY HIGH SCHOOL**

Colorado River Relocation Center  
Poston III, Arizona

**CANAL HIGH SCHOOL**

Gila River Relocation Center  
Rivers, Arizona

**POSTON I HIGH SCHOOL**

Colorado River Relocation Center  
Poston, Arizona

**HEART MOUNTAIN HIGH SCHOOL**

Heart Mountain Relocation Center  
Heart Mountain, Wyoming

**ROHWER CENTER HIGH SCHOOL**

Rohwer Relocation Center  
McGehee, Arkansas

**HUNT HIGH SCHOOL**

Minidoka Relocation Center  
Hunt, Idaho

**TOPAZ HIGH SCHOOL**

Central Utah Relocation Center  
Topaz, Utah

**MANZANAR HIGH SCHOOL**

Manzanar Relocation Center  
Manzanar, California

**TRI STATE HIGH SCHOOL**

Tule Lake Relocation Center  
Newell, California

## OVERCOMING RELOCATION CENTER PSYCHOLOGY

The Council's most time-consuming and challenging task has been to try to overcome the apathy, apprehensiveness and misconceptions that are so often a part of Relocation Center life. In its correspondence with students it has therefore tried to be warm and human. Each boy and girl has been thought of as an individual person, worthy of careful thought and consideration. Qualified nisei have been brought from the Relocation Centers to serve on the Council's executive staff, counseling students by mail as to their choice of school and often as to their vocation. Colleges have been selected not *for* the student but *by* the student. The Council's Field Director has made four trips to the camps to meet with students individually and personally.

In the summer of 1944 the churches and agencies which make up the Council arranged for thirteen nisei college leaders to return to their home camps during their summer vacations. They made a real impact on Relocation Center psychology, stimulating not only student relocation but family relocation as well. They interviewed over 1200 people individually in their barrack rooms, both students and parents; they made speeches before 200 different groups; they joined in community activities of all kinds and talked with people informally. In the course of summarizing their work, they reported a growing apathy among young people still in the Centers, an increasing discounting of the value of a college education, and a paramount need among the oncoming high school graduates for financial aid and advice.



... to college."

## REGARDING HIGH SCHOOL UNDERGRADUATES

The Council has thought long and deeply on its responsibility for assisting in the relocation of students still in high school. The Relocation Center high schools do well with wartime staffs and equipment, but, isolated as they are in huge all-Japanese camps, they can never offer the evacuees the kind of American education they need. It is the Council's judgment, however, that most evacuees of high school age should not relocate except to join or accompany members of their own families. To be sure, the Council has helped to place a number of outstanding high school undergraduates as scholarship students in eastern private boarding schools. These students have adjusted easily and have served as "ambassadors" to groups of American youngsters who might never have known Japanese Americans. But in general it has been the policy of the Council to avoid responsibility for relocating students of high school age. High school students who have come out with their own families have been cordially welcomed in almost all city high schools. There has been no particular difficulty about securing

acceptance in the public schools, and, where the relocating family is establishing a more or less permanent residence in the new community, there has been no problem of out-of-city fees.

### *THE COUNCIL'S PRESENT FUNCTIONS*

By the fall of 1944, so many colleges were available to the evacuees and so many students had successfully relocated, that it seemed to the Council that the time had come for it to transfer to the Relocation Center high schools most of its responsibility for counseling students as to their choice of schools and assisting them to make applications to the schools of their choice. This transfer, which took effect in November, 1944, relieved the Council of much of its correspondence with students still in the camps and has made possible a drastic reduction in the size of its staff. The Council does, however, carry on a number of its former functions, and will continue to do so throughout 1945 at least, assuming that it receives continued financial support. Correspondence continues to flow in, at better than 150 letters a week, from students both in camp and outside, more than half of it from students seeking financial aid and advice. In answer to this stream of mail, the Council tries to help all students who are not now in Relocation Centers who ask its assistance and advice. It provides financial advice, allocates funds turned over to it by the World Student Service Fund and others, and channels requests for scholarship aid for all students, both those in the camps and those now relocated. It acts as a clearinghouse for information about colleges and issues its weekly *NEWS SHEET* to the Counselors in the Relocation Center high schools and elsewhere. It continues as a symbol of the nisei's rebuilt faith, in themselves and in their future in this country.

### *FINANCIAL ADVICE AND SCHOLARSHIP AID*

Most of the relocated students have earned a large part of their expenses through part-time employment. Many have worked before enrolling at school. Of the 3000 relocated, only 741 have received grants through the Council. Some others have received aid direct from college, church and other sources independently of the Council, but the large majority have financed their continued education through self-help and family resources. Up to December 31, 1944, a total of \$188,972 in scholarship aid had been channeled through the Council, of which \$140,361 came from thirteen national church boards, \$34,971 from the World Student Service Fund, and \$13,640 from other sources. A few of the church boards have set aside a certain percentage of their funds for grants to Buddhists and students who are not members of any church. The funds from the World Student Service Fund and various miscellaneous sources which the Council itself has had the responsibility of disbursing have been the principal source of help to students who are not members of a Christian church.

Most requests from Japanese Americans for financial aid seek merely to meet the higher tuition costs evacuees have had to face as they came east to college. As a matter of fact, the average scholarship grant arranged through the Council—\$200 for one year—approximates the average cost of tuition in eastern and midwestern institutions. Seldom are the families of the students able to help very much. Their savings and former means of livelihood were hard hit by evacuation. Even when the head of the family relocates, it is usually some little time before he is in a position to help his children to finance their higher education. The position of most of the Japanese

Americans after graduation is such that the Student Relocation Council has opposed their borrowing money to finance their education and has suggested that all allocations to them be outright grants. Many evacuees after graduation will have to support parents whose economic security has been destroyed by evacuation. Many will be handicapped economically by their racial origin. In a very small and inadequate way, the scholarship funds channeled through the Council represent a partial repayment for the economic losses suffered through evacuation.

Aid for Japanese American students has come not only from the sources mentioned above, but also from funds raised in the Relocation Centers from the evacuee community itself. At Topaz, for example, \$3,196 was raised in 1943 and used to aid 31 graduates of the Topaz High School. In the words of the chairman of the fund, "We gave \$100 to each student to get started. It was not the amount of money they received, but it was the spirit of encouragement which was given to them that caused them to fight for higher education." For the camp high school graduates of 1945, five scholarship funds of more than \$1000 each are being raised at Heart Mountain, Topaz, Poston I, Poston III, and Amache. Relocated students themselves, as a gesture of appreciation and as an endorsement of the Council's continuing its service, organized a campaign in 1944, several hundred of them sending a dollar or two for the operating fund. These gifts serve to symbolize that the program is a joint enterprise of Americans of Japanese and Caucasian ancestry working together on a common problem.

The financial needs of the students now relocated and of the oncoming high school graduates will continue great in the foreseeable future. The students are willing to do their part, working three or four hours a day for room and board, dropping out in the summer months to earn money full time, and often winning competitive scholarships from the colleges where they have enrolled, but with the closing of the camps in 1945 and the inability of most families to provide any further financial support as the parents leave camp to make their way as best they can, many of the students will have to have cash grants if they are to start or continue their college education.



*High school classroom in a Center.*

## *RETURNING TO THE WEST COAST*

In December of 1944 the War Department announced the lifting of the ban excluding all persons of Japanese ancestry from the military areas of the West Coast. For some time prior to that announcement it had been possible for individuals to return if they were able to secure special permission from the Western Defense Command. It was on one of these individual permits that Esther Takei, the first civilian student to return, reached Pasadena Junior College in September. Her arrival was heralded by press and radio up and down the Coast. The professional Jap haters shouted their protests. But the good people of Pasadena quietly accepted her, and the storm passed by. When the Council's Field Director visited Esther in December, he reported that she was as happy as any student he knew in the east or midwest, having experienced no personal hostility or discrimination but only friendliness and fair play.

While the Council believes that attitudes on the Coast are healthier now than they were at the time of evacuation, with many of the most outspoken Jap haters quieted and the friends of American principles and fair play far more articulate, still it hopes, for the sake of dispersal and better assimilation, that relatively few of the evacuees will return to the Coast. Those who still own income-producing property will presumably go back, but the others who must begin life over may find it wiser to begin in the east and middle west where prejudice against the Oriental is less pronounced. The Council therefore has not encouraged students to seek admission to West Coast colleges, although it has tried to spread word of the warm welcome an evacuee will find on almost every West Coast campus. With the opening of the spring terms, about 50 evacuee students are known to have returned, and all reports from and about them are favorable.

## *THE CLOSING OF THE CAMPS*

The Government's decision to close all the camps during 1945 creates new problems for the Japanese American college students. As of March, 1945, more than 60,000 people remain in the Relocation Centers. Most of them are old people and children under age 18. Those in the middle age brackets have gone. The average age of the first generation men who remain in camp is 58 years. A 58 year old man, whose property and means of livelihood have disappeared in the evacuation, is faced with many difficulties as he prepares to leave the relative security of camp and goes out to face the storms of prejudice once more. He is generally without cash, except for the \$25 grant made to each evacuee who needs it on departure. He has no definite job, but will seek employment with the help of various government offices in the region to which he goes. He must find a place to live in a time of great housing shortages. He is old. He doesn't speak much English. He doesn't know much about America outside of California. His older sons are in the Army.

In circumstances like these—and they are typical—the head of the family often finds he must call his boy or girl home from college to help the family relocate. But the belief in education is strong. Many parents feel their children can help them more by remaining in school. The parents often tell their children that if they can finance their college expenses with no help from home, they will not be called away from college, but, instead, in many cases, the family will relocate to the neighborhood of the college to be near the student and near the student's contacts. It is these students

who are appealing to the Council for help. On the average they are able to earn all but \$100 to \$200 of the money they need. In order to have additional scholarship funds to help them, the Council, for the first time, is making a general appeal for funds, through the issuance of this booklet. It hopes that the friends of the students and the friends of their cause will find it possible to respond. Contributions can be directed to the National Japanese American Student Relocation Council at 1201 Chestnut Street, Philadelphia 7, Pennsylvania.

"One may say if we struggle through this interlude, we will find haven in the fact that we will emerge a stronger and wiser people. Strength, courage, and wisdom will not alone be enough for us to lead our fellow Japanese Americans through the dark days ahead, during which time many will become destitute and many without fortitude will degenerate into uselessness. What the outlook of the younger generation will be—Heaven only knows. Those of us who are able must seek the wisdom of education—education to lead, to enlighten, and to carve for ourselves, at this time, an impregnable niche in our America. In the future years, it must never be said that we have contributed nothing to the betterment of America. Action speaks louder than words; all I ask is a chance to play a part in the destiny of our country."

YUZURU SATO (while still in a Relocation Center).



All photo's courtesy of the War Relocation Authority

# Japanese Student Relocation

ANY WAR situation brings hardship into the lives of many people, the innocent and unoffending being involved in the general disruption, along with those responsible for the social catastrophe. A major obligation therefore rests upon each one of us to render the greatest possible service to all the direct or indirect victims of war in any of its aspects.

This touches us very closely as we look at our own Pacific Coast, where the mass evacuation of all people of Japanese ancestry, as a war emergency measure, meant the removal from their homes and occupations of more than one hundred thousand persons. They are now being transferred to a number of relocation colonies, where, under the War Relocation Authority, steps are being taken to institute as quickly as possible, an approximation of normal life. Agricultural and industrial projects are getting under way, along with basic educational and recreational activities.

Among the evacuees are approximately twenty-five hundred American-born Japanese students, who were enrolled in colleges and universities, or were just finishing high school and intending to go on to college. These young people are not "aliens," but Americans by birthright, brought up in our American schools, eager to demonstrate their loyalty to American ideals, and go on with their education in preparation for useful service and still fuller assimilation into our national life. The Government recognizes the particular problem facing this group, and is endeavoring to work out a plan which will make it possible for many of them to transfer and re-enroll in comparable institutions outside the proscribed areas.

At the time of the evacuation, the administrative officers of the colleges where these students were enrolled, national student organizations, church bodies, and many other

groups and individuals undertook active measures in their behalf. But the problem proved so complex as well as so extensive, that the War Relocation Authority requested, under the sponsorship of the American Friends Service Committee, the formation of a nation-wide committee of educators and other leaders, to coordinate all these efforts, and devise and administer some feasible plan for the academic relocation of these young American citizens.

A National Japanese American Student Relocation Council has now been established representing both the east and the west, and including college presidents, and leaders of various organizations that have shown an interest in this matter. Dr. Robbins W. Barstow, President of the Harford Seminary Foundation, is serving as Director. A West Coast Committee with offices at 2538 Channing Way, Berkeley, California, is assembling data with respect to students wishing transfer to other schools. The eastern office is compiling a list of opportunities for enrollment in various colleges and universities throughout the country. Both offices are working with the several governmental departments which are involved in various details of this project, so that every student placement recommended by the Council will have full approval of the government both as to the individual student, and the institution to which the transfer is being made.

This significant undertaking is commended to the thoughtful consideration of the American people. There must be full and sympathetic understanding of the dilemma facing these young people in the land of their birth, by reason of tragic world events. There must be financial help afforded them, because of the losses they have suffered through evacuation and the dislocation of their resources. Our colleges and college communities have in this situation an opportunity to demonstrate in a very tangible way the finest American traditions of freedom and democracy. Good-will evidenced toward these young people of Japanese descent may well have a conciliatory influence in the Orient and throughout the world that will prove to be as significant in the future as the use of the Boxer Indemnity Fund to educate Chinese students has been in the past. Here then, in the midst of so much destructive activity, is a constructive opportunity for service in which all Americans may have a share.

## A Letter from the War Relocation Authority

WAR RELOCATION AUTHORITY

WASHINGTON

OFFICE OF THE DIRECTOR

May 5, 1942

Mr. C. E. Pickett  
American Friends Service Committee  
20 South 12th Street  
Philadelphia, Pa.

Dear Mr. Pickett:

The American Friends Service Committee can make a significant contribution to the program of the War Relocation Authority.

As you know, evacuation of Japanese aliens and American-citizen Japanese is now under way on the Pacific Coast. Most evacuees will move from the prohibited zone to relocation centers managed by WRA. At these centers we shall be able to provide for elementary and high school education. We cannot, of course, establish new universities.

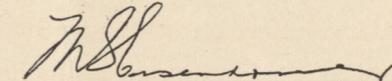
Many eminent educators have urged that university students in the prohibited zone be permitted to transfer to midwestern colleges and universities where they may continue their education. Certainly I agree that this would be desirable.

It is not feasible for the War Relocation Authority to undertake such a university program for American-citizen Japanese, but this is no way detracts from the desirability of such an accomplishment. Consequently, I should like to ask that you establish a committee which would aid you in formulating a set of policies and program. Such a program will involve the selection and certification of students at assembly or relocation centers, a phase of the task that must, of course, be handled by the Federal Government. It will involve transportation of students from the prohibited zone to a designated university, a function which I think may also be handled by WRA, just as it transports all evacuees from the prohibited zone to their war-duration homes. It involves the development of true understanding of this whole problem in many universities as a prerequisite to the students and faculty of those universities making arrangements for the reception of American-citizen Japanese. Finally, it involves either work opportunities or non-Federal funds for the support of students at the universities.

I should like to have you not only to bring together a committee to formulate a program but also to do the necessary follow-through work which will be necessary if this program is to be realized. Let me emphasize that the Federal Government for the protection of the students themselves and to re-assure the public will make individual examinations and give individual certifications. This, however, is only half of the matter. It is equally necessary to see to it that difficulties would not develop in the new locations to which the students would go.

I handed to Mr. Morris the roughest sort of suggested press release. I am anxious that some announcement be made early this week so that the people on the Coast who are concerned about this problem will not be completely discouraged.

Sincerely yours,

  
M. S. Eisenhower  
Director



# A Letter from the Assistant Secretary of War

WAR DEPARTMENT  
OFFICE OF THE ASSISTANT SECRETARY  
WASHINGTON, D. C.

May 21, 1942.

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

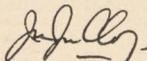
Dear Mr. Pickett:

Mr. M. S. Eisenhower, Director of War Relocation Authority, has sent me a copy of his letter of May 5th to you, regarding the working out of a program of university education for Japanese-American citizens who are now being evacuated from the Pacific Coast. He has suggested that you and your committee would find it helpful to receive from me an expression of approval of a properly conceived and carefully executed program in this respect.

Accordingly, I take pleasure in advising you that I am in complete sympathy with the suggestions made by Mr. Eisenhower in his letter to you of May 5th. Anything that can legitimately be done to compensate loyal citizens of Japanese ancestry for the dislocation to which they have been subjected, by reason of military necessity, has our full approval. In particular, the suggestion for the establishment of a committee of distinguished educators to work out a program of university education in other parts of the country for Japanese-American citizens evacuated from the Pacific Coast meets with my hearty approval.

I am happy to know that this committee is being formed under your sponsorship and that of the American Friends Service Committee.

Sincerely yours.



Assistant Secretary of War

*National Japanese American Student Relocation Council*  
AMERICAN FRIENDS SERVICE COMMITTEE  
20 South Twelfth Street  
PHILADELPHIA, PA.

*This statement replaces one of similar format, No. 210, issued June 15, 1942*

No. 210A-5M-8-42

TO: MR. DUNCAN MILLER  
PROJECT DIRECTOR  
FOR: Your information

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56478

# How to Help Japanese American Student Relocation

“This is our contribution to our country—to face this manfully and cheerfully and make something out of it—in spite of it.”

*A Voice from  
the Projects.*

NATIONAL JAPANESE AMERICAN  
STUDENT RELOCATION COUNCIL

1201 CHESTNUT STREET • PHILADELPHIA 7, PA.

FEBRUARY 20, 1944

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## ***Ordeal by Relocation***

Both the public and the academic world have become interested in a group of young people on the West Coast, who two years ago were taken from their homes and their former schools and sent to Relocation Projects. Sudden and complete collapse of all that stood for real home life and college educational opportunity followed. Constitutional rights pledged to every American citizen were unavoidably curtailed.

## ***Americans of Good Will***

More and more, colleges and universities throughout the land, stirred into a sense of individual responsibility, have asked the question, "Where can we learn more about this problem?" And then, inevitably they want to know, "What can we do to help?" This pamphlet is an attempt to answer in brief form these two questions.

A concise summary of various aspects of the relocation of Japanese Americans may be found in four most informative and accurate articles in the magazine *Common Ground*, Summer, 1943. Especially interesting is the article by Robert O'Brien, assistant dean of the University of Washington in Seattle, who was for six months director of the National Japanese American Student Relocation Council.

## ***A Common Task for Church and College***

The agencies which have been working in connection with the relocation of Japanese American students are first and foremost, the War Relocation Authority, which is the federal government agency in full charge, and second, this Council, which is made up of representatives of Jews, Roman Catholics, Lutherans, various Protestant groups and the Friends, together with other leaders in the academic world and interested officials of related government agencies.

In the spring of 1942 Milton S. Eisenhower, then head of the War Relocation Authority, had asked the American Friends Service Committee to organize the work of getting the students on the Projects into colleges. They wisely enlisted religious people of all faiths, including leaders in education, to constitute the Council, which thus was controlled by no single segment of the population. Most of the churches, especially those which had had missionaries in Japan, sent representatives to visit the evacuees in the Projects. The Y.M.C.A., the Y.W.C.A., as well as others did likewise.

Even before that a group of college administrators and faculty leaders who had known and liked these Japanese American students joined with other Christ-

ian leaders to form the "West Coast Committee." This directing committee advised and guided a staff of young people who themselves had come rather recently out of college. They undertook with enthusiasm the varied tasks involved in getting these, their fellow American citizens, into colleges east of the West Coast Defense Area. In March 1943 the West Coast staff and records were moved to the East Coast. All activities of the Council have since then centered in the present office in Philadelphia.

### *Scars of the Ordeal*

Anti-Japanese discrimination in the United States is a subject much discussed in the current literature of the last year. At the present time it is quite impossible to appraise the economic damage done to our fellow citizens and the Japanese aliens by the evacuation. Property was liquidated with heavy losses; the going concern value of businesses and professional practices was destroyed; and the personal good will which most of the Japanese Americans and their parents enjoyed has been greatly reduced.

The psychological effect is likewise difficult to appraise. Broadly speaking, those of American birth have taken the shock surprisingly well. If you can imagine what it would mean to you, born an American citizen, to be required to leave your home and your accustomed occupation and move into a desert part of the country, where you were placed behind barbed wire, guarded by armed men and obliged to live on a communal basis without family privacy and under constant barrage of racial prejudice and misrepresentation by the press, you can form your own opinion of how this process might affect American citizens of Japanese ancestry. The gratifying thing is that most of them have come through with fine loyalty and courage.

The greatest hardships are the lack of privacy and the stigma of segregation on the grounds of race, or, even more, the absence of any important activity and opportunity to move toward one great goal. To get out and go to college is the solution for some of those whose education was interrupted as well as for current graduates from the Project High School.

### *The Colleges and the Council*

It is now the general practice of colleges to clear with this Council in all matters relating to students who have been on the Projects. The usual procedure is for a student who would like to attend a given college to advise us of that fact, authorize us to assemble his credentials and to apply to that college

on his behalf. If the college accepts the student nothing further is required except in certain institutions having classified activities or contracts with the armed forces. In these latter cases the armed forces may require of the student a procedure similar to that required of one seeking employment in an industry essential to the war effort. The Council will cooperate with the student, the college and the military authorities in facilitating this procedure. Where this situation exists the college authorities should confer with the officer representing the contracting government agency on the campus.

### ***The Road Back to the Campus***

The Council has helped relocate more than two thousand four hundred students in colleges east of the West Coast area. Of these over two hundred are enrolled as student nurses, mostly in the United States Cadet Nurse Corps.

On an average it takes twenty-five letters from the Council per person concerned to place one student. Only in war time would so complex a procedure be necessary or tolerated. After the student's wishes are matched to a college he must get acceptance by that college or another which can meet his needs. The government must be satisfied of the student's financial position, his loyalty and must have assurance from college authorities that the student will not be molested in the community where he will reside, before he is allowed to leave the project.

### ***Self Help the Rule***

Undisturbed, most of these students or their families would have had sufficient funds for college expenses. Now that few of the families are in a position to earn money and established businesses have been disrupted, the amounts of money available are smaller. Aid may take the form of travel grants, reduced tuition, scholarships or part time employment. Most students have some resources. Some will earn scholarships. Most will need to work for board or room and hope for an opportunity to do so. Even after making the most of these aids some must seek also additional funds to meet the year's expenditures. Through the church, the World Student Service Fund and other organizations this Council has arranged grants in aid to Japanese American students amounting to \$106,766. Of this total \$17,521 came from the World Student Service Fund. Most of the balance came from national church organizations. Many of the churches have done a really fine job, and the total is a significant achievement.

## ***No Mass Migration***

The number of Japanese American students now in college approximates the number enrolled at the time of Pearl Harbor. It is not likely to increase. The drafting of Nisei men will reduce the numbers. But each year there are roughly 2000 students graduating from High Schools on the Projects. More than a third of these boys and girls would have gone on to higher education if there had been no evacuation. As students advance and specialize there will be a drift from the smaller schools toward the great graduate and professional schools.

It is thought wise to avoid "saturation" of any campus. Generally speaking, it is a good rule not to enroll "Nisei" students to exceed two per cent of the total student enrollment in any college.

## ***Campus Program***

If you propose to bring students of Japanese ancestry to your campus it is important that faculty, students and townspeople be acquainted with facts like the following: These students are native born American citizens with all the rights and obligations of Americans. Having been under observation by and checked with the federal security services for two years their loyalty and good character is sufficiently certified. The patriotism and loyalty of this group is evidenced by the record of the Nisei serving in the Armed Forces in Italy and the South Pacific. The college record of the Japanese American student is above the average all over the country. With 2400 in 441 colleges in 43 states there has been no serious difficulty at even one single point and generally only the happiest relationship. In a number of colleges Japanese American students have been elected to major campus offices. Where there are both Chinese and Japanese students on a campus, those of Chinese descent have no better friends than the "Nisei".

Once students arrive on the campus it is necessary only to treat them as you treat any new student. They may need help in finding living quarters or board and room jobs. They will need friendship.

## ***Relocation a Government Policy***

When evacuation was adopted to solve a difficult social and military problem, many in government and in private life were greatly concerned. Now that it is an accomplished fact, the War Relocation Authority is fully supported by other government agencies in a determined effort to minimize the harm that has been done to good American citizens. When any nation deprives a minority of its citizens of their constitutional rights, it thereby jeopardizes the rights of other minorities and so progressively the rights of the whole

nation. Hitler began with the Jews, went on to the Roman Catholics, and the Lutherans did not escape. The War Relocation Authority has issued pamphlets setting forth the government's attitude toward rehabilitation of Japanese Americans in the national life. The policy is enlightened, practicable and should be pressed forward as rapidly as possible. American citizens of Japanese antecedents should not be segregated, but be encouraged to merge in the life of the nation. This is urgent.

### ***A "Nisei" Speaks***

"Dear Fellow Student:

"I am a Japanese American and appreciate deeply the fact that you and the Student Christian Movement are planning to take definite steps in the program of relocating Japanese American students.

"You asked 'how students can put Japanese Americans at ease . . .', and I wish to state frankly whatever helpful suggestions I may have.

"The question immediately brought to my mind this answer—Consider us as you would any other American student on the campus. Within and without the classroom help us to become one of your group. We like to take part in student organization activities; 'to go out' for various team sports; to take part in class discussions; to help 'put out' the paper; to lend our efforts to a school charity drive; or to participate in any other type of work, educational or social activity in which we can forget racial differences and go forward together as 'students of Podunk Tech.' To be encouraged by you 'to put in our two-bit's worth in bull sessions' or 'to plan together with you the Varsity Club freshman initiation for next week' will do much to dispel outward uneasiness and hesitancy on our part and at the same time it will help fulfill our inner desire to become 'one of the gang' at Podunk.

"We feel so much more at ease to walk down the street together with you than just by ourselves, to mingle with you at the dinner table than to confine ourselves in a dim corner of the dining hall, to attend a social function with you in a group rather than to go just by ourselves; they all help to remove that uneasy feeling of self-consciousness and diminish the psychological thought that we are the objects of long and curiosity-filled stares.

"If some of these ideas can be actively carried out, it is my feeling that we can rid ourselves of our 'racial complex', which I personally believe is now the greatest cause of our feeling of uneasiness. These thoughts constitute only 'one man's opinions,' but if I may be of further help, please let me know.

"Best wishes to you."

Sincerely yours,

N. T.

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NOTE—An extensive bibliography can be secured from the War Relocation Authority.

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## Nisei Students in Junior College

### A SYMPOSIUM

**D**URING the past year almost one hundred Nisei students have been enrolled in junior colleges in the United States. These American-born citizens of Japanese ancestry have attended 17 junior colleges in states scattered from New York to Idaho, according to the *Directory of American Students of Japanese Ancestry in the Higher Schools, Colleges, and Universities of the U.S.A.*, published during the summer by the Japanese-American Student Relocation Council, whose headquarters are in Philadelphia. About half of them had been released with the approval of the War Relocation Authority from Relocation Centers to which they had been removed from their homes in the three Pacific Coast states.

Following are the institutions in which from one to 25 Japanese-American students were enrolled last year: Phoenix Junior College, Arizona; Colorado Women's College, Colorado; Pueblo Junior College, Colorado; Boise Junior College, Idaho; North Idaho Junior College, Idaho; Ricks College, Idaho; Southern Branch of the University of Idaho; George Williams College, Illinois; Evanston Collegiate Institute, Illinois; Spring Arbor Seminary and Junior College, Michigan; Scottsbluff Junior College, Nebraska; Pace Institute, New York; Packard Business College, New York; A. M. Chesbrough Seminary, New York; Scranton-Keystone Junior College, Pennsylvania; Weber College, Utah; and Westminster College, Utah.

What has been the experience of these junior colleges with this group of American-born young people who have found themselves in a particularly diffi-

cult situation now that the United States is at war with the country of their ancestors? What was the quality of their work? How did they fit in personally and socially with the other students? What was the attitude of the other students? Of the faculty? Of the townspeople? Were any serious problems of adjustment involved? Would more Japanese students of the same type be welcome?

In order to secure direct testimony on these questions, the editor during the summer asked them of the administrative head of each of the institutions named above. A frank statement for publication was requested from him or from some qualified member of his staff. Ten significant replies which should be of great interest to our readers are given below.\*

#### *Phoenix Junior College, Arizona*

In the last three years we have had twelve Japanese students. These, without exception, have been very high type persons. They are excellent students, serious about their work, and splendid in their attitude toward school and toward other members of the student body.

During the evacuation procedure of the Spring of 1942 quite a number of the students then enrolled were required to drop because of living in restricted areas.

Three of our young Japanese students graduated with last year's class, Yoshiyuki Motoyoshi, Mariyo Mary

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\*In this connection it may be well to refer to Professor Richardson's article in the *Journal* a year ago, "Nisei Evacuees—Their Challenge to Education," and to the editorial comments upon it. (September 1942, pp. 4, 6-12.)

Nakano, and Makoto Paul Sagawa. Since the graduation exercises were held in the city, they were forbidden to attend the commencement. The only reaction I had to the granting of their diplomas *in absentia* was criticism on the part of people who thought the college had forbidden them to attend. This, of course, was not true; the military authorities prevented their attendance.

I am happy to say that our experience with these young students has taught us to regard them as fine, promising, loyal young people. In discussing the war with them, I find their attitude not unlike that of any other young people of their age.

H. B. WYMAN, *Dean*

*Boise Junior College, Idaho*

Miss Midori Nishizaki was enrolled in the home economics curriculum. In scholarship she was below average but showed that she was making some progress, and I believe that she will return next year. She was regular and prompt in attendance and worked hard.

Midori seemed to be popular among the girls and served on various committees in student affairs. I believe that she was always treated with consideration by the other girls and made friends. The faculty admired her for her perseverance and effort. She always seemed happy and I believe that she had a good home with a prominent family in Boise, where she worked for room and board. I would say that there were no serious problems of adjustment in this case. Midori was shy rather than aggressive, but met people well.

We had another Japanese girl, Yoneko Tajitsu, who enrolled during the winter and spring terms for a course in General Physics. She was the only girl in her

class and did good work, receiving B and C respectively for the two terms' work. I believe that she has an unusually good mind and we hope that she will return next year.

We have had a number of inquiries from other Japanese young people, and where they can qualify, we shall welcome them as students here.

MARY T. HERSHEY, *Registrar*

*Southern Branch, University of Idaho\**

The evacuated Japanese students enrolled in the Southern Branch, University of Idaho, have, on the whole, been well received. Upon their arrival many students raised the questions: "Why are they here?" "If they are loyal citizens, why aren't they in the army or subject to call like the rest of us?" But in only a few isolated cases has there been any expression of real resentment or bitterness toward their being admitted.

\*In order to get as complete a picture as possible of the pattern of adjustment of these students to our campus and community, the writer had personal conferences with the following:

The three Japanese young women evacuees enrolled.

Three of the 22 Japanese men evacuees enrolled.

Two Japanese young women enrolled who are not evacuees: one, a native-born Japanese of this community; the other, a native of a neighboring state who could not return to the University of California, but who is not an evacuee.

Three Caucasian men students, each living in one of our three dormitories for men where the Japanese evacuees were housed, and each enrolled in the Division of Pharmacy, the Division in which most of the men evacuees are enrolled. One of these students was also Student Body President.

One woman student from the women's dormitory who had served in the capacity of House Manager in the wing in which two of the women evacuees were housed. This student was a senior in the Division of Pharmacy.

Three faculty members were also interviewed: a member of the faculty of the Division of Pharmacy, the Director of Athletics, and the Social Director of the Student Union Building.

Scholastically, these students have made a very good adjustment. All are considered good students who are thorough and conscientious about their academic work. Their ability, of course, varies with the individual, but all have earned above minimum requirements for the securing of a Junior College Certificate or the Bachelor of Science Degree in Pharmacy, and one has maintained a straight "A" average.

Socially, their adjustment has not been as satisfactory. The Japanese men evacuees particularly have been criticized for cliquing together in classes and laboratories, in registration lines, during free periods on campus, and in one of the men's dormitories in particular. Many students have called attention to the difference in adjustment between the Japanese men living in our regular men's hall and those living in the cooperative hall. Those in the first hall cliqued together, not only to the exclusion of the Caucasians as friends, but actually locked their doors against them. In the cooperative hall the Japanese students mingled very well and seemed anxious to make new friends and to avoid any appearance of being cliquish. It is the opinion of the Caucasian student interviewed who was a resident of this hall that the excellent adjustment of the group in the cooperative hall as compared to the poor adjustment in the other hall was owing primarily to the difference in the personalities of the individual Japanese students, and to the fact that the men in the cooperative hall were more wholehearted in their acceptance of the Japanese.

In connection with this noticeable difference in the adjustment of two groups in two of our men's halls, an interesting observation was made by both non-evacuee Japanese young women interviewed, because both feel

the Japanese evacuated from Seattle make a much better social adjustment than those evacuated from California, the former group having a better command of English, being more accustomed to mingling with Caucasians, apparently as a group being more extroverted.

Most persons on our campus feel the women have made a much better adjustment socially than the men. There is little or no tendency to form a clique, and they have become very well liked. The question might be raised as to whether this would be true if there were twenty rather than three women evacuees.

In the community there are somewhat conflicting opinions concerning their social adjustment. Several of the evacuees have spoken of their interest in the young people's organizations in local churches. They feel they have been received into the Roger Williams Club and the Wesley Foundation with more genuine acceptance than anywhere else in the community. Several attend these meetings and church regularly.

None of the evacuated Japanese students has experienced any discourtesy either on the campus or in the community. They have found it difficult, except in a few cases, to find employment off-campus, but have expected this and do not feel it is any reflection on the community. Most feel they have been better received on the campus and in the community than they anticipated.

Several have been employed on campus. In one or two instances this has resulted in some resentment by students who did not know that students qualified for certain work in the Division of Pharmacy, and also eligible from the standpoint of need according to NYA requirements, were to be found only among the Japanese.

The part-time employment rating of the Japanese employed on the campus has been comparable to that of the Caucasian students. A few of the Japanese have not proved satisfactory, the criticism being unreliability. This criticism has also been made of some Caucasian employees.

When asked if they thought it advisable to admit an increased number of evacuated Japanese to the university, all persons interviewed, with the exception of one, said they thought any increase in numbers, particularly of men, would be unwise. It was feared the tendency to clique together on campus and in the community would make their presence conspicuous. A conspicuously large group might develop outward expressions of resentment not now present, particularly as 450 V-12 Navy students have recently come to our campus.

It would seem that the adjustment of these students has been both group and individual, group attitudes and individual personality traits having contributed alike to the reaction of the Caucasians to this group and to the adjustment of the individual Japanese student to campus and community life. Both Japanese and Caucasians feel the experiment has worked out much better than either group had expected.

ESTHER BROWN, *Dean of Women*

#### *Colorado Woman's College*

Colorado has had many Japanese through the years, and while the public is not as prejudiced as the Californians appear to be, we do not have all the goodwill we should have.

Colorado Woman's College was one of the first colleges to offer special consideration to Japanese students. We have had no serious problems or maladjustments of any kind, but we have become convinced that for the best in-

terests of the Japanese young women themselves, we should limit our enrollment to a number which we can absorb satisfactorily in the student body. For this reason, we have declined many applications from Japanese students this summer. Excepting one girl who graduated, the others are returning this fall and I am sure that we shall have no difficulty whatever. We are receiving one new student.

We are concerned in limiting the number of dormitory students in particular because they live in such close intimacy. We probably will enroll several non-resident Japanese students. The attitude of our students, our faculty, and the community is so far entirely satisfactory. The Japanese girls are inclined to isolate themselves, but we made some progress in this respect. The slight restrictions do not please our Japanese students, of course, but our judgment has dictated the policy.

J. E. HUCHINGSON, *President*

#### *Scottsbluff Junior College, Nebraska*

The five Nisei students who attended our school this past year were unusually fine students. All of them ranked in the upper quarter and one of them, John Okada, was a straight "A" student. These students fitted in personally and socially with our other students, who took them more or less for granted. This may be due to the fact that there are a large number of Japanese in this locality. Faculty members were glad to have such excellent students in their classes and I know of no instance in which there was friction between these students and other students, faculty, or townspeople. There were no problems of adjustment involved. Perhaps we had an unusually fine group but I am sure they are loyal Americans as demonstrated by the fact

that the three boys immediately came to me for advice on learning it was possible for them to enlist in the army. Acting on my advice they arranged for enlistment as soon as school was out. One of the girls wrote an English theme on "What We Americans Will Do to Those Japanese" and read it in English class. Any other Nisei of this type would be welcome to come to school here.

WAYNE W. JOHNSON, *Dean*

*Spring Arbor Junior College, Michigan*

Our experience with Miss Yuriko Watanabe, Japanese student from the McGehee (Arkansas) Relocation Project, was highly satisfactory. She proved to be an alert and capable student, achieving a scholastic record of above average grade.

Miss Watanabe lived in our woman's dormitory and was received there without reserve. This was true also of the attitude of the entire student body and the community. The young woman's winning personality played a large part in her favorable reception.

We would welcome more Japanese students like this one. If present plans are carried out, we shall have from six to eight on our campus for the coming school year.

LEROY M. LOWELL, *President*

*Scranton-Keystone Junior College,  
Pennsylvania*

Our experience with a Nisei student has been beneficial in every respect. The student we have, June Lucille Suzuki, was recommended to us by the National Student Relocation Council. As Miss Suzuki is a member of the Episcopalian Church, the National Council of that church has granted her \$450 a year to make possible her attendance here. We have given her a

dining room job to make up the difference between the Episcopalian grant and our own costs.

Miss Suzuki graduated at the El Monte, California, High School in the upper tenth of her class and was attending the University of California at Los Angeles at the time of the evacuation of all Japanese, including citizens, from California. She has, from the beginning, been anxious to be a laboratory technician.

Before she arrived at Scranton-Keystone, we had our usual assembly of entering February students and the students were given full details of Miss Suzuki's expected arrival and were requested to make a special effort to see that she early became a part of our student body. The result of this was that for some days before she actually arrived, a committee of women students met all incoming buses on which she might arrive to see that she received an immediate welcome.

Miss Suzuki herself is a charming person and immediately became an integral part of the student body. She has done exceptionally well with her studies and with the job we had assigned in our dining room.

We had announced her impending arrival in the local newspapers and had asked some of the leaders in our community to take an interest in her. The result has been that she has probably received more special invitations to community affairs than any other student and especially has she been cordially welcomed by the local members of the clergy.

No problems of adjustment have been encountered whatsoever and we should welcome more of the Nisei evacuee students. Further, we believe we are contributing substantially to the war effort by evidencing our faith in this particu-

lar American citizen, who because of the accident of birth has been placed in a temporarily unfavorable position. Miss Suzuki herself is exceedingly proud of her American citizenship and she has probably done something toward teaching other students to value their citizenship; she is a loyal American in every sense; and she has displayed considerable gratitude for the evidences of friendship on the part of her fellow students and faculty.

BYRON S. HOLLINSHEAD, *President*

*A. M. Chesbrough Seminary, New York*

If the experience of Chesbrough Seminary with Japanese students of American birth is typical, there can be no doubt as to the wisdom of the War Location Authority in releasing these young people to continue their education; and furthermore, there can be little doubt but that these students are thoroughly Americanized American citizens.

It was with considerable trepidation that Chesbrough Seminary admitted these six students, for we had never before enrolled any Japanese students, in fact, no Orientals for many years. However, we believed that the Christian missionary spirit which had been fostered here for a long time when put to the practical test would meet that test. And it did.

The students and faculty all responded nobly, and for a time we were fearful that we might be too hospitable—to the point of lionizing the newcomers, who, though at first somewhat overcome by the cordiality of their welcome, soon adapted themselves to the group and became accepted members of the school family.

The local community responded similarly with but one or two exceptions, and in those cases the prejudice was

broken down as soon as these people became personally acquainted with just one of the six Nisei.

The students we have seem to us to be similar in abilities to the rank and file of other American students, for their grades fall largely within the B and C levels, with a few A's, some D's, but fortunately no failures this year, the six students having a grade point average of 1.1 (counting A's 3 points, B's 2, and C's 1). It should be said, however, that all these students were handicapped by late registration, else their records might have shown up even better, for all of them manifest unusual diligence and application to duty.

No special difficulties have been encountered, except that some types of labor available about our plant and on our school farm were unfamiliar and undesirable to some of these students, but they did not refuse to do what our other students do to help maintain themselves.

As a whole, our experience with these people has been most gratifying. We are admitting others this coming year.

HOWARD E. UPDYKE, *Dean*

*Packard School, New York*

Miss Lily Y. Mukai is the second Japanese student of American birth to be enrolled in the Packard School during the past year. Miss Teru Tajitsu entered the school in April 1942 and after several months of attendance in the Day Sessions, left school to take a position. She was recently graduated from the Evening Sessions, to which she had transferred.

Miss Mukai entered in February and is still in attendance. Her work is excellent and she fits in well personally and socially with the other students, as

did her predecessor. She has been student assistant in the library during the past six months. So far as I am able to find out, there have been no particular problems of adjustment necessary between her and the other students and faculty members. This may, of course, be due to the intensive program of our type of school, and the fact that we have no problems of residence. It may also be affected by the presence of various nationals in our student body.

In September we are expecting another American-born student of Japanese ancestry, who, we feel confident, will be just as congenial and successful as the others we have had.

LOUIS A. RICE, *Principal*

*Pace Institute, New York*

Three students of Japanese ancestry were enrolled at the Institute during the past year. They were Lewis Y. Matsuoka, who came to us from the Santa Anita Assembly Center, Arcadia, California; Midori Grene Shimanouchi, who came from the Topaz Relocation Center in Utah; and Verniece Yoshiye Kawasaki, who came from the Tule Lake Project, Newell, California.

Mr. Matsuoka had studied shorthand previously and qualified for admission to the School of Shorthand Reporting, evening division. He completed the first semester with excellent ratings and would have continued but for the fact that the war made it necessary for the Institute to curtail the shorthand reporting courses in the spring term.

Miss Shimanouchi was a student in the School of Secretarial Practice, evening division. She had attended a junior college before coming East. She had no commercial instruction and was admitted, therefore, to the beginning class in shorthand and typewriting. She

finished her first semester's subjects of shorthand and typewriting with excellent ratings and she expects to continue.

Miss Kawasaki had studied shorthand previously and was admitted with advanced standing in the School of Shorthand and Secretarial Practice, evening division. She attended until the end of the term but has decided to register in another institution in the fall term for studies of a different nature.

The young people who came to us had no difficulty whatever in fitting into the school environment personally as well as socially and there was no indication on the part of the other students that these students were anything but welcome. The same attitude was evident among the faculty. As far as our experience shows, there was no adjustment problem whatever and we shall be very happy to welcome other Japanese students of the same type who could profit from the courses offered at Pace Institute.

It may be of interest to you to know that one of these students, Miss Shimanouchi, impressed me so favorably from the outset that she was offered a position in my office where she meets students, parents, and people interested in our courses as well as callers generally who come to the office. She has a great deal of poise and knows how to handle even the most difficult situation with which a person "on the receiving line" in a Dean's Office might be confronted. We, here in the office, are very fond of her and hope she will stay with us for a long time. I might say also that while she had had no office experience she had no difficulty in taking hold of the various jobs assigned to her and following through with rapidity and accuracy.

ALICE OTTUN, *Dean*

The first part of the book is devoted to a general history of the United States from its discovery by Columbus in 1492 to the present time. It covers the early years of settlement, the struggle for independence, and the formation of the Constitution.

The second part of the book is devoted to a detailed history of the United States from 1789 to 1861. It covers the early years of the Republic, the struggle for slavery, and the Civil War.

The third part of the book is devoted to a detailed history of the United States from 1861 to 1898. It covers the Civil War, Reconstruction, and the Spanish-American War.

The fourth part of the book is devoted to a detailed history of the United States from 1898 to the present time. It covers the Spanish-American War, the Progressive Era, and the modern history of the United States.

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## JAPANESE AMERICAN STUDENT RELOCATION

### *An American Challenge*

" . . . The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart: Americanism is not, and never was, a matter of race or ancestry. A good American is one who is loyal to this country and to our creed of liberty and democracy. Every loyal American citizen should be given the opportunity to serve this country wherever his skills will make the greatest contribution . . . "

This public statement by President Roosevelt, given in support of the War Department's proposal to add to the number of loyal Americans of Japanese ancestry now serving in the armed forces of our country, strengthens the appeal to all Americans to cooperate with the Government in the readjustment of the seventy thousand Japanese Americans now in the relocation centers.

#### **Important Minority Group**

Of great importance in the winning of the war and the peace are the young men and women, Americans of Japanese descent. Of these approximately 2,500 were in college when the evacuation took place. This age group has a significant contribution to make—a contribution which is uniquely theirs because of the accident of birth. Goodwill evidenced towards loyal young Americans of Japanese ancestry may well have a conciliatory influence in the Orient and throughout the world as significant in the future as the use of the Boxer Indemnity fund to educate Chinese students has been in the past.

#### **Education for Americans**

When the war came, 110,000 persons of Japanese ancestry were evacuated from the state of California and the coastal regions of Washington and Oregon. Approximately 70,000 of this group are citizens of the United States; the rest have lived here for at least eighteen years, as all Japanese immigration to this country ceased in 1924. The War Relocation Authority is the agency established to administer the relocation centers and to deal with the problems created by the evacuation procedure. In the relocation centers the Government is setting up schools through the high school level, but is not able to provide higher education.

In May, 1942, the Director of the War Relocation Authority wrote a letter to Mr. Clarence E. Pickett which, together with a supporting letter from the Assistant Secretary of War, is reproduced in this folder. This letter was the impetus for the organization of the National Japanese American Student Relocation Council which was set up with the full approval of the War Department. The Council includes many eminent educators as well as representatives of all the major religious groups.

#### **Opportunities and Achievements**

By February 1, 1943, the Council was able to find relocation opportunities for over 1,100 students in about one hundred and twenty-five colleges located in thirty-seven different states. Reports from the colleges which have received students are highly commendatory. One institution writes:

"These young men and women have, so far as I have been able to observe, found themselves almost immediately acclimated to their new environment. Our own student body has received them most cordially and from all the evidence at hand have not had a single experience of an untoward nature. If these young people are as happy in their new surroundings as we are in having them come here, then we will have been more than justified in opening our doors to them."

Student comments are equally significant. One writes:

"To me it means more than just a college course; it means that I have been granted an opportunity for a new kind of life in which I can help give to my fellow schoolmates a better understanding of the Japanese American Nisei, and also become a better American."

These comments are typical of many.

## A Letter from the War Relocation Authority

### WAR RELOCATION AUTHORITY

WASHINGTON

OFFICE OF THE DIRECTOR

May 5, 1942

Mr. C. E. Pickett  
American Friends Service Committee  
20 South 12th Street  
Philadelphia, Pa.

Dear Mr. Pickett:

The American Friends Service Committee can make a significant contribution to the program of the War Relocation Authority.

As you know, evacuation of Japanese aliens and American-citizen Japanese is now under way on the Pacific Coast. Most evacuees will move from the prohibited zone to relocation centers managed by WRA. At these centers we shall be able to provide for elementary and high school education. We cannot, of course, establish new universities.

Many eminent educators have urged that university students in the prohibited zone be permitted to transfer to midwestern colleges and universities where they may continue their education. Certainly I agree that this would be desirable.

It is not feasible for the War Relocation Authority to undertake such a university program for American-citizen Japanese, but this in no way detracts from the desirability of such an accomplishment. Consequently, I should like to ask that you establish a committee which would aid you in formulating a set of policies and program. Such a program will involve the selection and certification of students at assembly or relocation centers, a phase of the task that must, of course, be handled by the Federal Government. It will involve transportation of students from the prohibited zone to a designated university, a function which I think may also be handled by WRA, just as it transports all evacuees from the prohibited zone to their war-duration homes. It involves the development of true understanding of this whole problem in many universities as a prerequisite to the students and faculty of those universities making arrangements for the reception of American-citizen Japanese. Finally, it involves either work opportunities or non-Federal funds for the support of students at the universities.

I should like to have you not only to bring together a committee to formulate a program but also to do the necessary follow-through work which will be necessary if this program is to be realized. Let me emphasize that the Federal Government for the protection of the students themselves and to re-assure the public will make individual examinations and give individual certifications. This, however, is only half of the matter. It is equally necessary to see to it that difficulties would not develop in the new locations to which the students would go.

I handed to Mr. Morris the roughest sort of suggested press release. I am anxious that some announcement be made early this week so that the people on the Coast who are concerned about this problem will not be completely discouraged.

Sincerely yours,

M. S. Eisenhower  
Director



### Procedure for Relocation

To set up and administer the machinery for these student transfers is a lengthy process. Colleges and universities are asked if they are interested in receiving these students. Next the War and Navy Departments must "clear" the college before it may receive evacuee students. Already approximately 400 colleges are on the cleared list and the number is growing.

Before the student leaves the relocation center a check on his individual record is made with the Federal Bureau of Investigation.

### Well begun — not half done

In addition to the students already accepted by the colleges, there are at present over 1,500 whom the office is seeking to place for the next semester or term. The routine

is established. We have the colleges and the students. From now on placements will be limited chiefly by the amount of scholarship funds available and by our ability to handle the volume of detailed work and correspondence.

At this point the call is to all America that is moved by this American problem. Much money is needed. These young men and women are from families that in their original living were equipped financially to send their children to college. The national crisis, not any deeds of the families, precipitated the upheaval. As a result, only a few families have been able to salvage enough to pay their children's fees. Education will not wait. If a generous and understanding America comes to the help of these young people, loyalties will be intensified and we shall avert a crop of bitterness among these young men and women who are the natural leaders of their generation.

The Council asks help, as much and as soon as possible. We turn to the colleges for tuition scholarships. We look to the Churches, especially the Home Mission Boards, and the National Commission on University Work. We appeal to individuals.

These college-age students have a significance out of all proportion to their numbers. They constitute an American challenge.

## A Letter from the Assistant Secretary of War

WAR DEPARTMENT  
OFFICE OF THE ASSISTANT SECRETARY  
WASHINGTON, D. C.

May 21, 1942.

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

Dear Mr. Pickett:

Mr. M. S. Eisenhower, Director of War Relocation Authority, has sent me a copy of his letter of May 5th to you, regarding the working out of a program of university education for Japanese-American citizens who are now being evacuated from the Pacific Coast. He has suggested that you and your committee would find it helpful to receive from me an expression of approval of a properly conceived and carefully executed program in this respect.

Accordingly, I take pleasure in advising you that I am in complete sympathy with the suggestions made by Mr. Eisenhower in his letter to you of May 5th. Anything that can legitimately be done to compensate loyal citizens of Japanese ancestry for the dislocation to which they have been subjected, by reason of military necessity, has our full approval. In particular, the suggestion for the establishment of a committee of distinguished educators to work out a program of university education in other parts of the country for Japanese-American citizens evacuated from the Pacific Coast meets with my hearty approval.

I am happy to know that this committee is being formed under your sponsorship and that of the American Friends Service Committee.

Sincerely yours,

Assistant Secretary of War

## THE COUNCIL

<p>JOHN W. NASON, <i>Chairman</i></p> <p>CARL ACKERMAN</p> <p>FRANK AYDELOTTE</p> <p>REMSEN BIRD</p> <p>DWIGHT J. BRADLEY</p> <p>PAUL BRAISTED</p> <p>E. FAY CAMPBELL</p> <p>C. REED CARY</p> <p>MRS. SANFORD E. COBB</p> <p>CARTER DAVIDSON</p> <p>JOHN L. DAVIS</p> <p>MARK A. DAWBER</p> <p>WILLIAM F. DELONG</p> <p>MONROE E. DEUTSCH</p> <p>CLARENCE A. DYKSTRA</p> <p>WALTER C. EELLS</p> <p>A. ROLAND ELLIOTT</p> <p>MRS. MARTHA FLETCHER</p> <p>ELEANOR FRENCH</p> <p>FRANK P. GRAHAM</p> <p>JOHN O. GROSS</p> <p>THEODORE H. JACK</p> <p>ALDEN DREW KELLEY</p> <p>EDWARD D. KOHLSTEDT</p> <p>MIKE MASAOKA</p> <p>WILLIAM O. MENDENHALL</p> <p>KARL W. ONTHANK</p> <p>CLARENCE E. PICKETT</p> <p>MRS. LENORE E. PORTER</p> <p>EDWARD B. ROONEY</p> <p>ABRAM LEON SACHAR</p> <p>ALFRED SCHMALZ</p> <p>LEE PAUL SIEG</p> <p>KENNETH C. M. SILLS</p> <p>GUY SNAVELY</p> <p>ROBERT G. SPROUL</p> <p>JOHN W. THOMAS</p> <p>ROSCOE WEST</p> <p>RAY LYMAN WILBUR</p> <p>GEORGE F. ZOOK</p>	<p>C. V. HIBBARD, <i>Director</i></p> <p>Dean, School of Journalism, Columbia University</p> <p>Director, Institute for Advanced Studies</p> <p>President, Occidental College</p> <p>Director, Council for Social Action, Congregational Christian Church</p> <p>Program Secretary, Hazen Foundation</p> <p>Director, Department of Colleges and Theological Seminaries, Presbyterian Church</p> <p>Assistant Executive Secretary, American Friends Service Committee</p> <p>Reformed Church in America</p> <p>President, Knox College</p> <p>Executive Secretary, Board of Higher Education, Disciples of Christ</p> <p>Executive Secretary, Home Missions Council</p> <p>Board of National Missions, Evangelical and Reformed Church</p> <p>Provost, University of California</p> <p>President, University of Wisconsin</p> <p>Executive Secretary, American Association of Junior Colleges</p> <p>Executive Secretary, National Student Committee, Young Men's Christian Association</p> <p>Staff Executive of American Unitarian Youth</p> <p>Executive Secretary, National Student Council, Young Women's Christian Association</p> <p>President, University of North Carolina</p> <p>Secretary, Department of Educational Institutions, The Board of Education of the Methodist Church</p> <p>President, Randolph-Macon Woman's College</p> <p>Secretary, Division of College Work, National Council of the Protestant Episcopal Church</p> <p>Executive Secretary, Board of Missions and Church Extensions of the Methodist Church</p> <p>National Secretary, Japanese American Citizens League</p> <p>President, Whittier College</p> <p>Dean, University of Oregon</p> <p>Executive Secretary, American Friends Service Committee</p> <p>Secretary of Student Work, Board of Missions and Church Extensions of the Methodist Church</p> <p>Executive Director, Jesuit Educational Association</p> <p>National Director, B'nai B'rith Hillel Foundations</p> <p>Clergyman, Congregational Christian Church, Darien, Connecticut</p> <p>President, University of Washington</p> <p>President, Bowdoin College</p> <p>Executive Director, Association of American Colleges</p> <p>President, University of California</p> <p>Secretary, Department of Cities, American Baptist Home Mission Society</p> <p>President, Association of State Teachers Colleges</p> <p>Chancellor, Stanford University</p> <p>President, American Council on Education</p>
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### CONSULTANTS :

<p>MISS BESS GOODYKOONTZ</p> <p>JOHN H. PROVINSE</p>	<p>Assistant Commissioner of Education, United States Office of Education</p> <p>Chief, Community Management Division, War Relocation Authority</p>
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### THE EXECUTIVE COMMITTEE OF THE COUNCIL

<p>JOHN W. NASON, <i>Chairman</i></p> <p>C. REED CARY</p> <p>E. FAY CAMPBELL</p> <p>A. ROLAND ELLIOTT</p> <p>ELEANOR FRENCH</p> <p>ALDEN DREW KELLEY</p> <p>EDWARD D. KOHLSTEDT</p> <p>EDWARD B. ROONEY</p> <p>GUY E. SNAVELY</p> <p>JOHN W. THOMAS</p>	<p>President, Swarthmore College</p> <p>Assistant Executive Secretary, American Friends Service Committee</p> <p>Director, Department of Colleges and Theological Seminaries, Presbyterian Church</p> <p>Executive Secretary, National Student Committee, Young Men's Christian Association</p> <p>Executive Secretary, National Student Council, Young Women's Christian Association</p> <p>Secretary, Division of College Work, National Council of the Protestant Episcopal Church</p> <p>Executive Secretary, Board of Missions and Church Extension of the Methodist Church</p> <p>Executive Director, Jesuit Educational Association</p> <p>Executive Director, Association of American Colleges</p> <p>Secretary, Department of Cities, American Baptist Home Mission Society</p>
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*(Titles are given for identification only and in no way commit the institution to which the committee member belongs.)*

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**National Japanese American Student Relocation Council**  
**1201 Chestnut Street, Philadelphia, Pennsylvania**

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FROM CAMP TO COLLEGE

Information about Student Relocation as of July, 1944

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FOREWORD

This statement does not attempt, except indirectly, to help a student decide WHETHER he should go on with his education beyond high school. Its purpose is to provide him with information about HOW to get on with his education if he should so decide. On pages 3 and 4 will be found information helpful in choosing a specific school to attend. Pages 5 and 6 tell how one's education may be financed. And on page 11 are listed the specific steps to take in order to get started. This statement has been prepared by the Council's Field Director, with suggestions and improvements by other members of the Staff.

THE EARLY HISTORY OF RELOCATING STUDENTS

In March of 1942, following the announcement of the Government's plans for evacuating all persons of Japanese ancestry from the military areas of the West Coast, various college educators, church groups, student organizations, particularly the YMCA and YWCA, and many others became concerned about the fate of the young men and women of Japanese ancestry then enrolled in West Coast colleges and universities. On campuses from Seattle to Los Angeles groups quickly formed to try to arrange for the immediate transfer of as many students as possible to campuses east of the military areas. Letters were written to colleges and friends all over the country.

Questionnaires were sent out. College and church people up and down the Coast volunteered their services. To co-ordinate this activity, a Student Relocation Committee was organized in Berkeley on March 21st and met weekly during the months of April and May. An appropriation was secured from the National YMCA - YWCA and an executive secretary hired. At its first meeting this West Coast Student Relocation Committee discussed a last-ditch appeal to the authorities to alter the character of the evacuation from a wholesale removal of all persons of Japanese ancestry to a discriminatory removal of potentially dangerous individuals. When this appeal failed, it began the work of determining which students would want to continue their education, what their needs were, and where in the east and midwest they might go. In all, about 75 students found their way east in those first frantic days of March and April 1942 before the National Student Relocation Council was organized.

#### THE STUDENT RELOCATION COUNCIL IS BORN

In early May, the director of the newly organized War Relocation Authority addressed a letter to Clarence Pickett, executive secretary of the American Friends Service Committee in Philadelphia, inviting him to call together all the various groups at work on the problem of student relocation and organize a national council to carry out the program. The Assistant Secretary of War, John J. McCloy, expressed his approval of the program: "Anything that can legitimately be done to compensate loyal citizens of Japanese ancestry for the dislocation to which they have been subjected, by reason of military necessity, has our full approval." Thus on May 29 in Chicago, the National Japanese American Student Relocation Council was born, with offices in Philadelphia, Seattle, Portland, Berkeley and Los Angeles.

#### THE FIRST YEAR'S WORK

Staffs of volunteers numbering as many as twenty and thirty persons went to work in these offices and by the end of the summer could report 2,321 applications from students in Assembly and Relocation Centers and 152 students enrolled on new campuses. It was not until the end of the year that the government procedures became sufficiently well organized to permit any great flow of students from camp to college. Even in March of 1943, at the time the Council centralized its offices in Philadelphia there was a backlog in Washington of 300 Student Relocation Council requests for leave clearance. By midsummer of 1943 the WRA clearance procedures for students were functioning smoothly, and have run smoothly ever since. On July 5, 1943, at the end of its first year and the month of operation, the Council could report applications from 3,264 students in Assembly or Relocation Centers with more than 1,000 students relocated onto college campuses east of the West Coast military areas.

#### 2500 STUDENTS NOW RELOCATED (JULY, 1944)

In the past two years the Student Relocation Council has watched about 2500 students of Japanese ancestry go out to colleges and universities all the way across the country. There are nisei now in more than 500 institutions in 46 out of the 48 states. In other words, about half the accredited colleges and universities of the country have welcomed Japanese Americans to their campuses. It is interesting to compare the number of students relocated with the number who were in college before evacuation. At the time of Pearl Harbor there were about 2500 nisei in West Coast colleges, just about the same number as have gone out to college since the Student Relocation Council began its work. From this comparison, it might be thought that the Council has finished the task it set out to do in the spring of 1942 and has compensated the college-level group for the dislocation caused them by evacuation. But the Student Relocation Council realizes that there are young men and young women graduating from the Project High Schools every year, many of whom would have gone on with their education if it had not been for the evacuation. It is the students of college calibre among these oncoming high school graduates in whom the Council is now primarily interested. As long as they and other students already out of camp need services which no one else can provide, the Council will continue in existence and try to provide such services as are needed.

#### RELOCATED STUDENTS SUCCESSFUL

The 2500 students who are now out at college have done a wonderful job both as college students and as "ambassadors" for all other Japanese Americans. They have been warmly welcomed almost everywhere they have settled. We expect many nisei to make outstanding scholastic records, like Lillian Ota's for instance. She went from "Cal" to Wellesley College in Massachusetts and graduated from there last spring. While she was at Wellesley she competed for five graduate fellowships--at Bryn Mawr, Yale, Columbia, Smith, and Michigan and won all five of them. As she wrote us, if she'd known she was going to win all five of them she would have tried for only one. She finally accepted the Yale Fellowship and is busy on her M. A. there now. More significant from the point of view of assimilation, however, is the number of elective honors won by nisei. There are at least five nisei now who are presidents of the student government on their campuses. Kenji Okuda was the first. He was elected President of the Student Government at Oberlin more than a year ago. Tom Hayashi is President of the Student Government at Bard College in New York State, Bill Marutani is President at South Dakota Wesleyan and Masamori Kojima at Haverford. One of the girls, Naomi Nakano, who is not an evacuee, it happens, since she is a native Philadelphian, was President of the Women's Student Government last year at Penn, the highest honor to which a girl can be elected at the University of Pennsylvania. These are not exceptions. Many other nisei have been elected to offices. Many are class officers. A number have been chosen for berths on college newspapers and yearbooks. A good many fellows have played on college athletic teams this year. Some have been invited to join fraternities and sororities, something that didn't happen back on the Coast. In other words the nisei have in general been accepted on the college campuses just like anybody else, without discrimination or unfriendliness.

#### WHAT SCHOOLS ARE OPEN

So far as military regulations go, it is now possible for students of Japanese ancestry to attend any college or university in the country except those within the military areas of the West Coast. In the case of certain schools engaged in work vital to the war effort, the student must secure a special clearance from the office of the Provost Marshal General (see next paragraph), but in all other schools, a WRA leave clearance is all that is required. About half of the accredited colleges and universities of the country have accepted students of Japanese ancestry over the past two years. Some of these, like Oberlin and Macalester and Temple, which have been very popular with nisei, have had to set quotas. Most colleges and universities, particularly the private institutions, are limited in the number of students they can handle in their total enrollment. Consequently, to be fair to all groups, they set quotas for each group. Their quotas for Japanese Americans have been uniformly generous. Most of the five hundred schools which have accepted nisei have not filled their quotas for 1944-45. At the present time, there are more openings in all types of schools than there are students to fill them. The Student Relocation Counselors at the Projects have some information as to these openings, but it is important to realize that limitations and restrictions and opportunities are constantly changing. For this reason it is not possible to circulate a list of colleges that are and will remain available. The student can inform the Council's Placement Department of the school in which he is interested and if it is a possibility, application can be made there for him. It saves a lot of time if the student will list his second and third choices as well, so that we won't have to consult him again before recommending him to another school if his first choice is not available.

#### THE LARGE UNIVERSITIES AND THE P.M.G.

How about the large state universities? A year ago the military authorities had not yet set up machinery to enable students of Japanese ancestry from the Relocation Centers to study on campuses where work vital to the war effort was under way. Each college had to be cleared individually before nisei students might attend. This meant that almost all the large universities of the country were closed. In November of last year the military authorities, perhaps because of the wonderful

record of the Combat Team in Sicily, reconsidered their decision and announced a new arrangement whereby it was no longer necessary to have colleges cleared. All colleges and universities, except those on the West Coast, are free to accept students of Japanese ancestry, and the students are free to attend on a WRA clearance all colleges except those on a "proscribed" list. For attendance at a college on the proscribed list, the student must secure a special clearance from the Provost Marshal General's office of the United States Army. Since most of the large universities are on the proscribed list, this means that a student has to get a PMG clearance before he can enroll at a large school. Applications for PMG clearances can be filed either through our office or through the college that accepts the student. Most schools after they have accepted the student prefer that he secure the necessary forms from us in Philadelphia and let us send them in to Washington, but there are a few universities that prefer to handle the forms themselves and file them with their local Service Command. In any case the student must be accepted by the school before the forms can be sent to the PMG. Students should not be dismayed by the red tape involved in these PMG clearances. It's just part of the process of fighting a war which all of us everywhere in the country are learning not to complain about. Sure, the student has to fill in a long form in six copies. Sure, it takes four to six weeks and even longer sometimes for the clearances to come through after the forms have been sent to Washington. Washington is a busy place these days; wheels turn slowly. The important thing is that the new procedure does make it possible for students of Japanese ancestry to attend the large universities. Out of the first 400 students accepted by some one of the big schools and sent through the PMGO in Washington, only 35 have been turned down. But the student should bear this in mind: if his heart is set on going to a large school, he must get started on it early. He has to be accepted by the university before his name can go in to the Provost Marshal General's Office. The PMGO often needs four to six weeks to complete its deliberation. There are no short cuts. We know it's easier said than done, but the students must try to make their plans ahead of time and get started on them just as soon as possible.

#### SOME LARGE UNIVERSITIES ARE ACCEPTING NISEI

Which of the large schools are actually accepting nisei? Not all of them but a good cross section have welcomed nisei, now that the military authorities have established a machinery for clearing students individually. For instance, Yale, Princeton, Harvard, Columbia, Cornell, New York University, Vassar, Holyoke, Smith, Wellesley, University of Maryland, University of North Carolina, University of Pennsylvania on the East Coast; and in the Midwest Chicago, Michigan, Iowa State, Minnesota, Wisconsin, Illinois, Nebraska, Missouri, and Texas - all have accepted students of Japanese ancestry in the last three months and are open to new applications. There are plenty of openings for qualified students in large schools as well as small.

#### LARGE SCHOOLS VERSUS SMALL

Even though the large universities are now available, we hope that the Project high school graduates won't jump to the conclusion that a large campus is the best for them. In the East and Middlewest there are many advantages of going to a small school. On the West Coast it was different. There the best bet usually was the state university, but in the East, particularly for the entering freshman, the small school has a lot to offer. Standards are high. Classes are small. The student receives individual instruction. He has a chance to know his professors personally and meet them at home and around the soda fountain at the college store. But most important he gets to know the other students and they get to know him. On the large university campus where there are eight and ten and twelve thousand students, there is a tendency for the nisei to be set off by themselves. Try going onto a large campus and ask somebody if he knows Tom Tani or Suzie Suzuki, and he'll answer -- "Oh, you mean one of those Japanese Americans - I guess you'll find them over there somewhere." But on the small campus where there are only four hundred, six hundred or a thousand students, you ask for Tom Tani and they say, "Sure, I know him; he lives down the corridor from me in the dorm." Or you ask for Suzie Suzuki, and

they'll say, "Suzie, sure, she works in the Library with me", or, "She's in my chem class; she's O. K." That's why so many nisei have been elected to college offices:--because they were on the campuses where people got to know them for themselves, for what they are, and not for what they're labeled. That's why we urge students to think twice before jumping to the conclusion that the large university is the best bet for Japanese American students. It doesn't matter to us which decision is made; large school or small school, we'll help the students get there, but we do want them to consider some of the small schools and the advantages they offer before deciding that the large university is the wisest choice.

#### FINANCIAL AID

It is the Council's belief that a good many graduates of the Project high schools would like to join the students who are already out if there weren't various difficulties in their way. One of these is the problem of money. There are many Project high school graduates who would go on with their education beyond high school if they had the cash. Before evacuation their families could have helped. But many families' resources disappeared at the time of evacuation, and \$16 a month isn't very much to send a son or daughter through college on. The Council, the colleges and other friends of the Japanese American students have realized this. The churches during the past two years have aided approximately 370 students to the extent of \$106,534. The World Student Service Fund, a fund raised on campuses in this country to aid students affected by the War throughout the world, has aided 118 students, primarily non-church members and Buddhists, to the extent of \$19,758. Private donors, including residents of the projects and relocated students have also contributed scholarship funds. Over and above all of these sources of financial aid is the possibility of the students winning tuition reductions and cash scholarships from the colleges themselves in free and open competition with other worthy students. For 1944 the Churches and others have been generous as in the preceding year. For students who are Buddhists or who don't belong to any church, the Council can draw on the World Student Service Fund. The funds must be stretched, students receiving aid must earn as much of their expenses as they can. During the past two years those who have had scholarships have done a grand job of swinging a large part of their expenses themselves so that the average grant has only had to amount to \$220 per year. There are funds available for the 1944-45 school year for those who are ready to take some of the responsibility themselves. No student should be held back from going to college because of lack of money. The Student Relocation Council therefore welcomes scholarship applications from any student of college calibre. Its recommendations to the Church Boards and other sources of funds are based on the student's financial needs, on the potentiality of his making a contribution to society and on his willingness to do what he can toward earning his expenses. Thus the grants vary in each individual case. Any student who would normally have gone on with his education beyond high school, if it hadn't been for evacuation, is eligible for aid.

#### SELF HELP

Most of the students who are now out earn part of their expenses, often both room and board. There never was a time in the history of the country when it was so easy to earn money on college campuses as it is now. The war has cut enrollments and increased the demand for labor of all kinds. There are jobs in the college stores and post offices and in the dorms. There are school-boy and school-girl jobs where you work 21 hours a week for room and board. There are often part-time jobs in factories or shops for those who have some skill. The University of Utah did a survey amongst its nisei students and found that something like 80% of them were earning both room and board.

#### HOW TO FIND A PART TIME JOB

Before the student leaves camp he can usually determine whether or not part time employment is available at the school in which he is interested, but rather than try to line up a specific job before leaving camp, it is usually wiser for him

to look for the specific job after he has arrived on campus. In that way he and the prospective employer can look each other over and both be surer of satisfaction. Many colleges maintain an employment bureau where the student can readily secure leads on jobs. The student's friend and adviser on the new campus (see the last section of this booklet) will also have suggestions and can be of real help. If there is a WRA office in the community, its services are available to the student. Other Japanese American Students enrolled at the school will have suggestions too. Often there are churches near the campus eager to help newcomers to the community. In many towns there are citizen committees organized to assist Japanese Americans to find employment, housing, and a warm welcome. Most of these sources of help are available to the student who sets out from camp to earn money before entering the school which has accepted him. The Council is glad to assist on this. As for housing, the nisei student will find he is welcome in the college dormitories just like any other student. Where the dormitories are being used by Army or Navy units, the college usually makes other arrangements for its civilian students. Some nisei live in Coop Houses, others join together in renting an apartment, some take a school-boy or school-girl job primarily to solve the housing problem. The Council provides each student with the names of people and committees in the new community who can lend him a hand.

#### PLANNING A BUDGET

If living expenses can be covered through part time work, the only other costs to worry about are tuition, travel, and miscellaneous. If a student goes out to work as well as to go to school, WRA will probably be able to help with travel costs. Most students leaving the Projects nowadays are either going out to work before school starts, or they will be working while they are on campus and are therefore entitled to an employment leave with a travel grant if they need one. This whole matter should be discussed with the Leave Office at the Project. If it is not possible for the WRA to issue a travel grant, we in Philadelphia will be glad to do what we can to provide for the cost of the trip from Camp to College for those who can't meet the expense themselves. Another item to plan for is miscellaneous expenses. Miscellaneous includes things like laundry and books and clothes and cokes and baseball games. If a person is moderately stingy in the way he throws his money around, he can get by for \$100 a year for miscellaneous. Some students will have that much available now. Others may be able to earn that much by working a few months before they enroll. Some will have older brothers or sisters who are out and can help them with five or ten dollars a month. It should not be too difficult to cover miscellaneous expenses. That leaves tuition. Tuition costs vary greatly among the schools. They range all the way from Berea where no tuition is charged to Bard where the student pays \$1000 a year. The average is something like \$200. At all private institutions nisei pay exactly the same fees that all other students pay. At the city and state universities they will generally have to pay out-of-state fees, in compliance with established state laws and regulations. Thus the average student from the Centers pays \$200 a year in tuition fees. That's the money that has to be found over and above room and board, travel and miscellaneous expenses. It represents the higher cost of having to go to school in the east or midwest rather than back home on the Coast. And that's where the Council's financial aid comes in. Our allocations are not handouts. No one should feel at all embarrassed --- if he and his family don't have the cash --- to sound out the Financial Advisor in our office in Philadelphia.

#### ADVICE FROM PHILADELPHIA

Notice that the Council doesn't have a "Scholarship Department" or "Financial Aid Department." It has a "Financial Advisor" because it wants all students to feel free to ask for suggestions and advice, suggestions as to how to find a job or a friendly contact on the campus to which they are going, advice on how to set up a budget and how much to allow for various items. And if it feels that the student will need a grant to supplement his own resources, it will approach his Church, or the World

Student Service Fund, or some other source for him. Except for certain unusual situations, allocations through the Student Relocation Council are not loans, but outright grants. The student is under no obligation to repay them. Of course, if a grant is repaid, there'll be that much more money for some other student. Financial aid through the Student Relocation Council is not charity. The reason the Student Relocation Council and its sponsors make money available for students in Relocation Centers is that they feel it is only fair to offset for them the higher cost of having to go east to school. It will be noticed that the average Student Relocation grant of \$220 is just about the same as the average cost of tuition in eastern and midwestern schools, a cost the evacuees would not have had to meet in the schools of their home states on the Coast. Thus lack of cash should not hold a student back. The student bothered by the money problem should write a letter to the Financial Advisor in our office, 1201 Chestnut Street, Philadelphia 7.

#### THE DRAFT AFFECTS THE MEN

How about the draft? Does it make sense to go to a lot of bother choosing a school and getting accepted and working out finances when Selective Service is going to be calling the student for a larger service soon? We've put this question to a number of our nisei friends on the outside and to a number of Caucasian fellows who are just graduating from high school and face the same problem. They all agreed that it is worth while to get on to a college campus, even if it's only for two or three months. The boy has a chance to learn to stand on his own feet away from home, he gets a taste of college life - a taste of college teaching and professors - he will know far better what he wants to head for at the end of his military service, and he will widen his perspectives and enter the Army with feelings quite different from those he might have were he to go straight into the Army from Camp. Of course, if the student is now 18 and has been classified 1A and has passed his physical and is in the Enlisted Reserve, there isn't much sense making other plans. But if he is 18 and not yet 1A, or if he is still only 17, then it does seem to make sense for him to go on with his plans for education beyond high school and do as much further studying as he can before he is called by Selective Service.

#### FOR THOSE WHO WANT TO LEARN A TRADE

For many high school graduates a college education is not the wisest choice. They can make a greater contribution by learning a trade or vocation: auto mechanics for the boys or diesel engine work, radio or refrigeration; dress design for the girls or secretarial work, power machine or beauty culture. The Student Relocation Council has found that the students who want a trade school education get along better if they work things out for themselves without applying to us. College-level students need the Council's help in three ways: in selecting a school, in applying to that school, and in financing the higher cost of going to schools in the east and midwest. Trade school students can get along without us in each of these fields. Selecting a trade school is best accomplished by the student's going to the city where he and his family would like to live and choosing his school in person. In almost every fair sized city in the east and midwest there are good trade schools in the common trades. There is no central source of information about these schools as there is in the case of colleges, and thus a national organization like the Student Relocation Council has no way of obtaining adequate information about which school in any given city is the best. Therefore the most satisfactory way to choose a trade school is to go in person and get the advice and judgment of local agencies. Thus the trade-school candidate can tie his plans for studying to his family's plans for relocation. He can go with his family to the city where they are planning to go, consult the local agencies there and interview the school in person. Many, many students have done this successfully and report that a person can tell almost at once which is the school for him. As for gaining acceptance at the school, there is little difficulty, if the experience of those who have gone before is a criterion. Trade schools in most vocations are eager to welcome additional students. Most of them are out to make money as well as to train students.

and thus they tend not to discriminate against anyone. In this instance the economic pressure works in the nisei's favor. Furthermore, at most trade schools, classes start every week or at least every month so that a trade-school candidate doesn't have to time his application for some specific and arbitrary date. And, finally, a trade-school candidate finds it less difficult to finance his training. Courses in trade schools are much shorter than courses in colleges. The student can usually finish one complete unit of his training in three to six months. In all cities at the present time it is possible to earn room and board on a part time job, and most trade schools offer evening courses; so that if the student needs to earn all of the cost of going to school he can work in the daytime and study at night. Of course, if the student chooses a trade that involves a longer and more expensive period of training the Student Relocation Council wants to help him work out his plans. One of the nice features about being a private agency is that you can break your own rules whenever you've a mind to. Thus, despite what we've just been saying, the Council has helped a number of trade-school candidates in all three ways: in selecting a school, in making applications, and in financing their training. But in general we've found that trade school students get along better if they don't work through us.

Here are some specific suggestions, then, for the trade-school candidate. He can consult the Student Relocation Counselor and the WRA Relocation Office at the Project for their suggestions and advice. At those Projects where there is a Vocational Training Supervisor, he could consult him too. If none of these has much information, the student can send on his own to the State Supervisor for Trade and Industrial Education, whose office is in the capital city of each state, for a list of schools and courses available in that state. When the student leaves the Project he will find the Yellow Pages of telephone directories a useful source of information. Under "Schools..." he will find a list of all the trade schools in that city. Telephone directories for various other large cities can be found at the business office of the telephone company in any city. The main telephone office in Denver, for example, has a library of phonebooks from all over the country. Information about the relative standing and courses now being offered at any school can be obtained through the local WRA office, from the city YMCA or YWCA, both of which organizations have been cooperative and friendly to nisei, and from the various citizens' committees formed in some of the cities to give advice and suggestions to Japanese Americans.

As an example of what the trade-school candidate can do, here is what one specialist in vocational training wrote to a group of nisei girls interested in Cosmetology (the science of making women beautiful):

"It seems especially important to visit the school and get the "feel" of the place and of the quality of instruction given. Most schools offer free beauty treatments in order to give their students practice. You could make an appointment to take advantage of this method of getting first-hand information.

"Some states have licensing requirements. You will want to be sure that your school prepares you to qualify for an operator's certificate.

"The Y.W.C.A. is a good place to ask for advice as to which schools in a given city are likely to be better than others. Or select from the classified telephone directory the names of two or three beauty shops in good locations, ask them for recommendations, and then compare notes.

"If you do not have enough money for the whole course, here is a suggestion: Beauty culture courses are almost always given in

'blocks', each one covering a certain part of the work, but complete within itself. You could register for, say, Manicuring, or Winding of Permanents. Complete that one block in a few weeks. Then take a job in a beauty shop, working at that speciality, and complete the course at evening school. Besides financing your training, you will have the added advantage of gaining experience under actual working conditions."

#### HOW TO BECOME A NURSE

In the early days of student relocation, it was very difficult for a Japanese American girl who wished to become a nurse to find an opening in a reputable hospital training school. Hospitals in the East and Midwest were genuinely afraid of unsatisfactory patient reaction. Fortunately there were a few hospitals willing to pioneer and find out by actual experience just how their patients would react. Several large hospitals in Philadelphia, New York and Chicago took nisei into their training programs in the winter of 1943, and discovered that among the nisei are splendid student nurses, girls who are cheerful, reliable, and hardworking. Patient reaction proved excellent. Instead of fearing the nisei's services, the patients begged to have that "lovely nisei girl" assigned to them. Word began to spread to other hospitals. Articles were published in nursing magazines. Information circulated at hospital conventions. By November of 1943 hospital doors began to open to nisei students. Now there are over three hundred Japanese American girls in more than a hundred nursing schools in 24 different states, including some of the finest schools such as Bellevue Hospital for Women in New York, Cook County Hospital in Chicago, Pennsylvania Hospital in Philadelphia and a number of University Schools of Nursing. At the present moment (July, 1944) the Council estimates that there are about 125 openings for Nisei girls in the January classes at the hospitals now cooperating with us. There are still many rejections, but seldom on grounds of race, more often now because of filled classes or improper high school preparation to meet the requirements of eastern and midwestern State Boards of Nurse Examiners.

No girl can be enrolled in a hospital training course leading to an R.N. degree unless she meets the requirements of the Board of Nurse Examiners in the state where she hopes to enroll. Most states place emphasis on academic subjects and give little credit for work in commercial and vocational fields. The specific requirements differ greatly from state to state. Pennsylvania, for example, requires sixteen units in academic subjects with two years of social studies and two years of science. New York insists on four full years of English and a half year of civics. At the other extreme, Texas and Nebraska merely specify "graduation from a four-year accredited high school, without any required subjects." It isn't enough that the hospital wishes to accept the student; the student must meet the state requirements before she may enroll. To add to the complications many states require that the applicant's high school record be submitted on a special form. If a girl has gone to more than one school, each school must fill out the special form. Several states are very fussy about signatures and seal; the form must be signed personally by the individual authorized by the high school to endorse transcripts and must be stamped with the high school seal. It is this process of securing two or three transcripts on a special form properly signed and sealed that often delays a person's application to nursing school. It is partly because of these delays that hospitals try to fill their classes well in advance of starting time. September classes begin to fill up in the preceding March. January classes begin to fill up in June. The hundred or so hospitals which have opened their doors to nisei have found it wisest to limit their quota of nisei to two or three girls per class. They feel it would handicap both the hospitals and the girls if any one class were over-weighted with Japanese Americans. The smallness of the quotas indicates the importance of funneling applications to hospitals through the Student Relocation Council in Philadelphia. If most applications move through us, we then know which hospitals have filled their limited quotas, and which still have vacancies. If a

girl writes on her own, a dozen schools may reply negatively, enough to discourage any ambitious person. Yet we in the Council probably know of a specific opening for that specific girl, where the quota is not filled and where the girl can meet the hospital and state requirements.

IMPORTANT: In some nursing circles it is considered unethical to file formal application blanks with more than one school. It too often happens that a girl gets accepted by several schools and some worthy nisei girl is thus blocked from admission to the school she might otherwise have entered. If a girl does get accepted by more than one school or if she has applied to more than one school and has been accepted by one of them, SHE SHOULD NOT DILLY DALLY with her decision, but should write immediately to the school or schools which she will not attend so that some other nisei girl may take her place.

#### THE UNITED STATES CADET NURSE CORPS

The first step toward joining the USCNC is to get accepted by some recognized hospital school of nursing (as described in the preceding paragraph). Then the student merely signs up for the Corps at the time of her registration at the school. The USCNC is a method of financing one's nursing education. The girl who signs up for the Corps gets all of her expenses paid, including books, uniforms, laundry, room and board, and tuition at the school plus a monthly allowance starting at \$15 and rising to \$30. The length of the course is determined by the hospital at which the girl enrolls. Some hospitals are operating their nursing schools on an accelerated basis, and graduate their candidates for the R. N. degree in 30 months. If the War should end before the USCNC student's course is completed, she remains in the Corps and completes her training with all expenses paid, so long as she has been in the Corps three months at the time the War ends. The money for the USCNC comes from the U.S. Congress under the provisions of the Bolton Act of 1943. The Council knows of no instance of discrimination in the operation of the Corps. Japanese-American girls have been warmly welcomed. In return for a free nursing education, the Cadet Nurse agrees to remain a nurse until six months after the War ends. At the completion of her training the girl has a choice of signing up as an Army nurse, entering the U.S. Public Health Service or going into a regular civilian hospital. Being a Cadet Nurse is not like being a WAC or a WAVE. The Cadet Nurse does not enter military service unless she chooses and she does not work under military discipline. She lives and studies and works just as if she were a peace-time, civilian R.N. candidate. In the hospital she wears the regular nursing student's uniform; outside the hospital she wears the USCNC uniform only if she wants to. A girl is free to get married while she's in the Corps. In other words there is no "catch" to it. The USCNC is one of those extra-special opportunities that comes only once in a life time. The Council knows of more than 100 nisei girls who have taken advantage of the opportunities and are now full-fledged members of the Cadet Nurse Corps.

Here, then, are some pointers on how to become a nurse:

- 1) Start early, eight months (at the very minimum four months) before you wish to enroll.
- 2) Consult the Student Relocation Counselor on the Project to find out in which states your course in high school meets the requirements.
- 3) Answer all letters from the Student Relocation Council, from hospitals, from State Boards of Nurse Examiners immediately. Procrastination is the nursing candidate's greatest sin. The students who fuss most about the long delays are often the ones who postpone letter-writing for weeks at a time. Many are the opportunities we have seen lost by failure to answer a letter!
- 4) Don't get discouraged! Most of the delays and difficulties have nothing to do with race or ancestry. They are procedures to which all nursing candidates must submit, regardless of race or color.
- 5) Take a look at the USCNC.

#### WHERE TO START

The student's first step in going to college or nursing school is to consult the Student Relocation Counselor at his Project. Her office is a goldmine of information. There will be found college catalogs, Student Relocation Council forms, advice and suggestions. At the time the student fills in the Student Relocation Council questionnaire, it is valuable for him to write us a letter. In the questionnaire we ask the student a flock of questions; in his letter to us the student may ask us questions regarding his choice of school, his finances, the possibilities of employment on campus or during the summer--whatever is on his mind. Writing a letter gives him an opportunity to enlarge on the answers he gives in the Questionnaire. He can tell us more about his family situation and his plans for the future. This additional information enlarges our picture of what the student wants or needs. Boys and girls who expect to graduate from Project high schools in January 1945 will do well to begin thinking about their plans now and start acting on them in October. Next year's June graduates should make their applications in March at the latest if they wish to take advantage of scholarship offers to first-year students and to get in on the quotas at the ground floor. The usual procedure through the Student Relocation Council (considerably simplified) is this:

- 1) The student consults the Counselor.
- 2) The student fills in the Questionnaire.
- 3) The Counselor secures three copies of the student's transcript from the Project high school and such references as are easily obtained and mails them with the Questionnaire to Philadelphia.
- 4) The student writes the Council a letter.
- 5) The Council corresponds with the student about his choice of school.
- 6) The Council applies to the school on the student's behalf.
- 7) The school accepts the student.
- 8) If it is a "proscribed" school, the Council (or the school) sends the student's P.S.Q. forms to the Provost Marshal General's Office in Washington for clearance.
- 9) The Council corresponds with the student about his finances, encourages him to work out a budget for the particular school which has accepted him, asks his Church or one of the other sources of financial aid to meet the deficit in the budget---if any---, and puts the student in touch with people in the new community who can welcome him and help him find part-time employment.
- 10) The student arranges for his departure from Camp.
- 11) The student informs the Council of his arrival and enrollment.

#### WHO SUPPORTS THE STUDENT RELOCATION COUNCIL

On the reverse side of the Council's letterhead appears a list of the membership. Included are college presidents and deans, officers of college associations, representatives of leading Protestant churches, Jews, Catholics, Quakers and the Student YMCA and YWCA. The cost of running the Council has been met by generous grants from the Church Boards, from the YMCA and YWCA, and from two philanthropic foundations, one in New York and one in San Francisco. In its first 26 months of operation, \$87,293 was spent for administration, over and above \$133,725 allocated for scholarships. That the Council's administrative expenses have been kept surprisingly low is shown by the fact that the Council has spent only \$33.76 per student relocated (\$87,293 divided by 2,586 students relocated). The office staff numbers seventeen at present, more than half of whom are nisei, who have themselves come through the evacuation experience. Under Mrs. Helga E. Swan, the Director, Miss Kay Yamashita and Mr. Ken Yamamoto work in the field of placement (recommending colleges to students and students to colleges), Mrs. Betty Emlen handles financial aid, Thomas R. Bodine is Field Director, and Miss Louise Takeuchi heads the Records Department. By appointing nisei as executives and office workers, the Council symbolizes the fact that Student Relocation is a joint enterprise wherein Americans of Japanese and Caucasian ancestry work together on a common concern.

### THE COUNCIL'S RELATIONSHIP TO WRA

The Council is a private and independent agency. It receives no funds from the Government. It does, however, cooperate closely with the War Relocation Authority, having come into existence at the request of that Authority. On the Projects, this cooperation takes the form of supplying WRA personnel, particularly in the high schools, with detailed information about the work of the Council which can be used in counseling and advising students. On each Project, the Project Director designates some individual to act as Student Relocation Counselor. At most Projects the responsibility has fallen on the Guidance Counselor at the High School. In her office are housed the college catalogues and the files of information from Philadelphia including the U.S. Office of Education's booklet listing all colleges and universities in the country with informal and confidential notations by the Council as to the status of each of those schools, the attitude of their communities, whether or not there are openings and whether there are nisei now enrolled there. The Counselor's office also has, among other sources of information, a list of opening dates at the various schools, a book on Christian Education listing the colleges by their denominational connections and, most valuable perhaps, a detailed information sheet mailed from Philadelphia twice weekly listing all college acceptances and rejections and summarizing other news. Another instance of cooperation between Council and WRA lies in the field of leave clearances. Until March, 1944, the Council maintained a Leave Department to assist the WRA and the students by collecting and transmitting the documents required for an Educational Leave. As more and more students left the Centers on Employment Leaves and as the entire leave procedure came to function more and more smoothly, the Council dropped its Leave Department and now refers all leave problems to the Leave Officers on the Projects and in Washington. The one exception is the Provost Marshal General Clearances for the universities engaged in vital war work. These are handled by the Council or the university concerned entirely independent of WRA. From the earliest days the Council has received nothing but the warmest cooperation from all WRA officials with whom it has worked.

### APPLICATIONS FROM ALIENS AND FROM STUDENTS NOT ON THE PROJECTS

From the early days the Council has welcomed applications from all persons of Japanese ancestry in all parts of the United States including Hawaii. Aliens, non-evacuees who have always resided outside the military areas of the West Coast, voluntary evacuees from the West Coast, students who have left the Projects on work leave, voluntary internees at the Crystal City Internment Camp, voluntary segregants at Tule Lake are all free to make applications to the Student Relocation Council. The Superintendent of Education at Crystal City, the Student Relocation Counselor at Tule Lake, the American Friends Service Committee offices at 189 W. Madison Street, Chicago, many of the Hostel Directors and WRA Relocation Offices in other cities have information about Student Relocation and can serve as counselors.

### WHO MUST SECURE A P.M.G. CLEARANCE

Not only residents and former residents of Relocation and Assembly Centers, but all students of Japanese ancestry including non-evacuees and voluntary evacuees, must secure clearance from the Provost Marshal General's Office before attending the "proscribed" institutions engaged in work vital to the war effort. A P.M.G. clearance is good only at the school for which the student asks to be cleared. If a student is cleared for one school and later decides he wants to go to some other school which has also accepted him, he need not fill in another set of P.S.Q. Forms #58. If the second school is located in the same local Service Command as the first school, all that is necessary is for the school or the Student Relocation Council to write a letter to the local Service Command requesting clearance for the student at that school also. If the second school is in some other Service Command, the student should send us evidence that he has actually been accepted by the school and ask us to request the new clearance from the P.M.G.O. in Washington.

### REGARDING HIGH SCHOOL UNDERGRADUATES

The Council has thought long and deeply about whether it has a responsibility

to assist in the relocation of students still in high school. Its observations, experience and judgment is that most students who are still in high school should not relocate unless to join or accompany other members of their family. It has not worked well to have high-school age boys and girls coming out alone to school-boy, school-girl jobs on the outside. The adolescent student has enough troubles without having also to adjust to being away from home and having to work for his living. There are exceptions, of course. The Student Relocation Council has helped place a number of outstanding high school undergraduates as scholarship students in eastern and mid-western private boarding schools. These students have made out wonderfully well and have served as "ambassadors" to groups of American youngsters who might never have known nisei. High-school-age students who have come out with their older brothers or sisters or with their whole family have been cordially welcomed in almost all city high schools. There has been no particular difficulty about securing acceptance in the public high schools, and, where the relocating family is establishing a more or less permanent residence in the new community, there has been no problem of out-of-city fees. Therefore, except for helping in the relocation of a few outstanding boys and girls to private boarding schools, the Council has avoided responsibility for relocating students of high school age.

#### FINANCIAL AID THE SECOND YEAR

The Church Boards and other sources of financial aid will stand by the student in his second year, if further help is needed. Often, however, the student discovers that he can swing his finances himself, after the first year. Once he's been on campus awhile, he can compete for college scholarships, for the better-paying jobs, and for opportunities to live more economically. Furthermore, the student can supplement his resources if need be by dropping out of school during the summer sessions to earn money on a full-time basis. Particularly is this true of the girls. The boys who are likely to be drafted, the Council feels, should stay in school the year around where possible and not take time out to earn money except on a part-time basis. Only about half the students who receive grants through the Council find it necessary to apply a second year. If the student is not able to carry the full load of college expenses himself, the Council's Financial Adviser is eager to hear from him and help him work things out. All students, regardless of whether they need an additional grant, are encouraged to keep in touch with Mrs. Emlen about their budgets and financial plans.

#### PROJECT STUDENT AID FUNDS

The Student Relocation Council, its sponsors, and the cooperating colleges are not the only sources of financial aid available to the nisei. On several of the Projects Student Aid Fund Committees have spontaneously come into existence to help graduates of their Project high school. The Topaz Student Aid Fund of 1943 is an outstanding example of what happens when issei, nisei, and W.R.A. personnel get together to boost a community-wide enterprise. Despite the bitterness of evacuation, the apathy of Relocation Center life, the scarcity of money amongst people working for \$16 and \$19 a month, the Topaz Student Aid Fund Committee raised \$3,196 in 1943 and helped 31 students on their way to college. In the words of the issei Chairman: "We gave \$100 to each student to get started. It was not the amount of money they received, but it was the spirit of encouragement which was given to them that caused them to fight for higher education. Education is the foundation of good character. They will fight for it if we get them started. It was a glorious thing to see those 31 students happily leave Topaz for colleges and universities, their ambition burning for the future." We in the Student Relocation Council's offices in Philadelphia who are constantly plagued by the apathy, apprehensiveness, and misconceptions that are a part of Relocation-Center life appreciate how much it meant to those 1943 Topaz High School graduates to have that push. If you receive the honor of a \$100 award, you and your family can't very well turn it down, however good your reasons are for not leaving camp. The \$100 was seldom enough to solve all the recipients' financial problems. In such cases the Council's Financial Adviser worked with the student to find the rest. The Topaz Student Aid Fund Committee of 1943 was a Project-wide organization with representatives from the City Council, the Block Managers, the Interfaith Ministerial

Association, the High School P.T.A., the YMCA and YWCA, the Boy Scouts, Girl Scouts, Coop Store, the Topaz TIMES, the Red Cross the Young Buddhist Association. A large block of its money was raised in a great 4th of July Carnival. Another block came from the unclaimed profits of the Coop Store. The rest was raised through card parties, dances, and individual contributions. A number of other Projects have had Student Aid Funds, notably Gila, Poston, and Tule Lake. Relocated students themselves have helped. This spring, a group of relocatees out in Minnesota and Ohio got together by mail and addressed an appeal to all relocated students whose names and addresses they could discover, asking them, as a gesture of appreciation and as an endorsement of the continuation of our work, send a dollar or two to the Council for its operating fund. This whole movement, spontaneous as it is, has meant a lot to the agencies and individuals who sponsor and support the work of Student Relocation. It further symbolizes that the program is a joint enterprise of Americans of Japanese and Caucasian ancestry working together on a common problem.

#### TRAVELING DURING VACATIONS

As long as a crisis exists in the nation's travel facilities, overburdened with the movement of war supplies and personnel, the Council urges all students to refrain from unnecessary travel. Particularly does it discourage family reunions, during vacation periods unless they are really necessary!

#### WHAT HAPPENS IN CASE OF SUDDEN SICKNESS

All colleges and universities have arrangements with local doctors and hospitals for emergency treatment of students enrolled with them. Many campuses have their own infirmaries and a hospitalization or sickness insurance plan. In all cases known to us of sudden sickness, the students of Japanese ancestry have received the best of treatment. The Council has no regular method of helping students finance the costs of such treatments, but it stands ready to correspond with the student and his family regarding them and help work matters out.

#### WARM WELCOME ON THE NEW CAMPUS

Part of the Council's service has been to provide the student who is about to leave Camp with the name of some reliable older person in the college community to which he is going who can serve as a personal friend and adviser. Often the student wires ahead to his "friend" and is met as he steps off the train. The "friend" helps him to find a place to sleep the first night, gives him leads on part-time employment, steers him through his first days on the new campus, and stands ready to help and advise him throughout his stay. It is particularly valuable for the girl student to have the name of a reliable and interested "friend". It will reassure her parents that she really will be safe and watched out for while she's at school away from home. The student who wants to set out from camp to earn some money before he enters school will find the contact in the new community especially useful. Sometimes the "friend" is a member of the faculty or the college administration, sometimes it is a local church member, sometimes it is just "a friend of Student Relocation" -- always it is a person who will take a warm personal interest in the student.

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## THE STORY OF *Japanese-American Student Relocation*



— a significant job of student war relief

### **HOW IT BEGAN**

The first American students who became victims of World War II were a group on the Pacific Coast. They were part of the mass evacuation from a proscribed area of 112,000 persons of Japanese ancestry, 80,000 of them American citizens. Among them were 2500 American-born Japanese (Nisei) students who were enrolled in colleges and universities on the West Coast. These young men and women are not "aliens" but American citizens, brought up in American schools. They are eager to demonstrate their loyalty to American ideals, and to go on with their education in preparation for useful service and still fuller assimilation into our national life.

## THE GOVERNMENT ACTS

The Government recognized the particular problem facing the Nisei student group, and has worked out a plan which will make it possible for many of them to transfer to institutions outside the proscribed area. The War Relocation Authority therefore requested the American Friends Service Committee to form a nation-wide committee of educators and other leaders to do the job of relocating these American students. Its name is:

## THE NATIONAL JAPANESE-AMERICAN STUDENT RELOCATION COUNCIL

This Council, organized in May 1942, is actively working at the task of student relocation. President John W. Nason of Swarthmore College is its Chairman, and its Director is Mr. Robert W. O'Brien, Assistant to the Dean at the University of Washington. The Council's address is 20 South 12th St., Philadelphia, Pa. A West Coast branch, with offices at 1830 Sutter Street, San Francisco, California, assembles data on students wishing to be relocated. The Council has the endorsement and cooperation of the War Department and the U. S. Office of Education, as well as of the War Relocation Authority.

## WHAT HAS BEEN DONE

By January 1, 1943, the Student Relocation Council had accomplished the following:

- received 2300 questionnaires (including transcripts, references, etc.) from students wishing to be relocated.
- procured War and Navy Department approval of 334 receiving colleges.
- secured acceptances by colleges and communities for more than 800 students.
- obtained travel permits for 340 students who are going to 24 different states.
- has 1308 other students ready for placement as soon as sufficient funds are on hand.

Of the 1308 ready to be placed, 994 students need financial aid totalling \$540,900. The remainder need no financial help. This sum will see the students through a year of college on a minimum cost basis. The expense will be partly met by the generosity of the receiving college through scholarships, provision for room and board, or work opportunities. If only the students with an average of A-minus or better are helped, \$93,400 is required. To place the B-plus and better group will require \$244,750. The need is tremendous.

## THE WORLD STUDENT SERVICE FUND'S RESPONSIBILITY

The World Student Service Fund was asked by the Student Relocation Council to raise funds for this important work in the colleges and among friends of students. The WSSF has accordingly included the needs of Nisei students along with its appeal for European prisoners of war, refugees, internees, Chinese and Russian students evacuated from their universities, American boys held prisoners by Japan, and European refugee students now studying in the United States. Its total goal is \$300,000. Unless this full amount is raised, the sum allocated to the Student Relocation Council for the relocation of Nisei students will have to be reduced.

## WHAT CAN YOU DO?

*Friends of Students*, in missionary societies, Bible classes, young people's organizations, and other church groups, in civic organizations, and individually, will want to make a contribution to this work from their budget or to raise special funds for it.

There are several important points at which *student groups in the colleges* can help.

- 1) Offer to work with your administration on securing a Nisei student for your college. Discuss the question with key student groups.
- 2) Do an educational job with the college and with the community which will insure a friendly reception for the student. Conversations with key individuals, meetings with civic, church and campus groups to discuss fully the whole relocation program, are of great value. You may wish to mention the fact that each student who is to be relocated is checked with the FBI to remove any doubt as to his or her loyalty. All relocated students are of above average academic standing. They are of proved ability in making good adjustments in Caucasian groups. Universally their attractive personalities have made them popular members of their new college communities.
- 3) See that your campus makes a substantial contribution to the World Student Service Fund, so that the Student Relocation Council may have the funds to give help to Nisei students who need it.

This can best be done through an all-campus drive sponsored by the major college organizations. If you have a college Chest or War Relief Fund, work to get WSSF included in it for a substantial percentage. If you do not have a Chest, organize a separate drive for WSSF.

Write the WSSF office for the Handbook for campus drives, folders for general distribution, posters, news stories, photographs and mats, radio sketches, etc. Write also for advice as to how to proceed on your campus.

## **DON'T LET THEM DOWN**

A great deal is at stake in this job of relocating our Nisei students. Their belief in American democracy, which they have been taught as American citizens, and in the good faith of the nation of which they are a part, is at stake. The morale of the entire Japanese-American community can be boosted if we give these young people a chance. These students will be our strongest allies in helping to keep that community loyal to this country. Here we have a chance to demonstrate the good will, the sense of justice, the respect for personality, and the recognition of character and achievement that are inherent in all our best traditions of democracy.

## *We Build The Future*

Send your contributions and write for further information to:

**WORLD STUDENT SERVICE FUND**  
**8 West 40th Street**  
**New York City**

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Sidney Lovett, Yale University,  
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