

FROM CAMP TO COLLEGE

Information about Student Relocation as of July, 1944

TABLE OF CONTENTS

Foreword	1
The Early History of Relocating Students	1
The Student Relocation Council is Born	2
The First Year's Work	2
2500 Students Now Relocated	2
Relocated Students Successful	3
What Schools are Open	3
The Large Universities and the PMG	3
The Large Universities Open their Doors	4
Large Schools Versus Small	4
Financial Aid	5
Self Help	5
How to Find a Part Time Job	5
Planning a Budget	6
Advice from Philadelphia	6
The Draft Affects the Men	7
For Those Who Want to Learn a Trade	7
How to Become a Nurse	9
The United States Cadet Nurse Corps	10
Where to Start	11
Who Supports the Student Relocation Council	11
The Council's Relationship to WRA	12
Applications from Aliens and From Students not on the Projects	12
Who Must Secure a PMG Clearance	12
Regarding High School Undergraduates	12
Financial Aid the Second Year	13
Project Student Aid Funds	13
Traveling during Vacations	14
What Happens in Case of Sudden Sickness	14
Warm Welcome on the New Campus	14

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 through 4 will be found information helpful in choosing a specific school to attend. Pages 5 through 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 the entire Japanese population from the military areas of the West Coast, various college educators, church groups, student organizations 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 coordinate 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 threw itself behind 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. McCoy, 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 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 nisei to pull down topnotch 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. Much more important than scholastic honors, 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 Kojimatat 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 a girl can be elected to at the University of Pennsylvania. These are not exceptions. Many other nisei have been chosen 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 many 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. It is the Council's present judgment that the student should feel free to choose any college in the country, tell the Placement Department in our Philadelphia office which it is, and if we don't know just where it stands we'll sound it out. 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 falls through.

THE LARGE UNIVERSITIES AND COLLEGES

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. The important thing for the student to bear in mind is this: 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.

THE LARGE UNIVERSITIES OPEN THEIR DOORS

Which of the large schools are actually accepting nisei? Not all of them but a good cross section have opened their doors enthusiastically, 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 now 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 usually higher. 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. 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.

SELF HELP

The Student Relocation allocations are not scholarships in the usual sense of the word. A person doesn't have to be a straight-A student to secure aid through the Student Relocation Council. 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. Most of the students who are now out earn part of their expenses, often both room and board. There never was a time in 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 leads 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 help 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 now 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 coughs up \$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 fork over the out-of-state fees. Most state universities don't want to charge evacuees out-of-state fees but have to do so because of the rigidity of their state laws and regulations. And so 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 Mrs. Emlen doesn't call herself "Scholarship Department" or "Financial Aid Department." She calls herself "Financial Advisor" because she wants all students to feel free to call on her 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 she feels that the student will need a grant to supplement his own resources, she 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 Mrs. Elizabeth B. Emlen 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 Uncle Sam 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 Uncle Sam taps him on the shoulder.

FOR THOSE WHO WANT TO LEARN A TRADE

For many high school graduates a college education doesn't make sense. 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 not by correspondence with a poorly informed, perhaps even misinformed, organization like ours, but 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 jolly things 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 make 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 unhappy 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 other nisei girl loses out. 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 NURSE CADET 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 candidate 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.

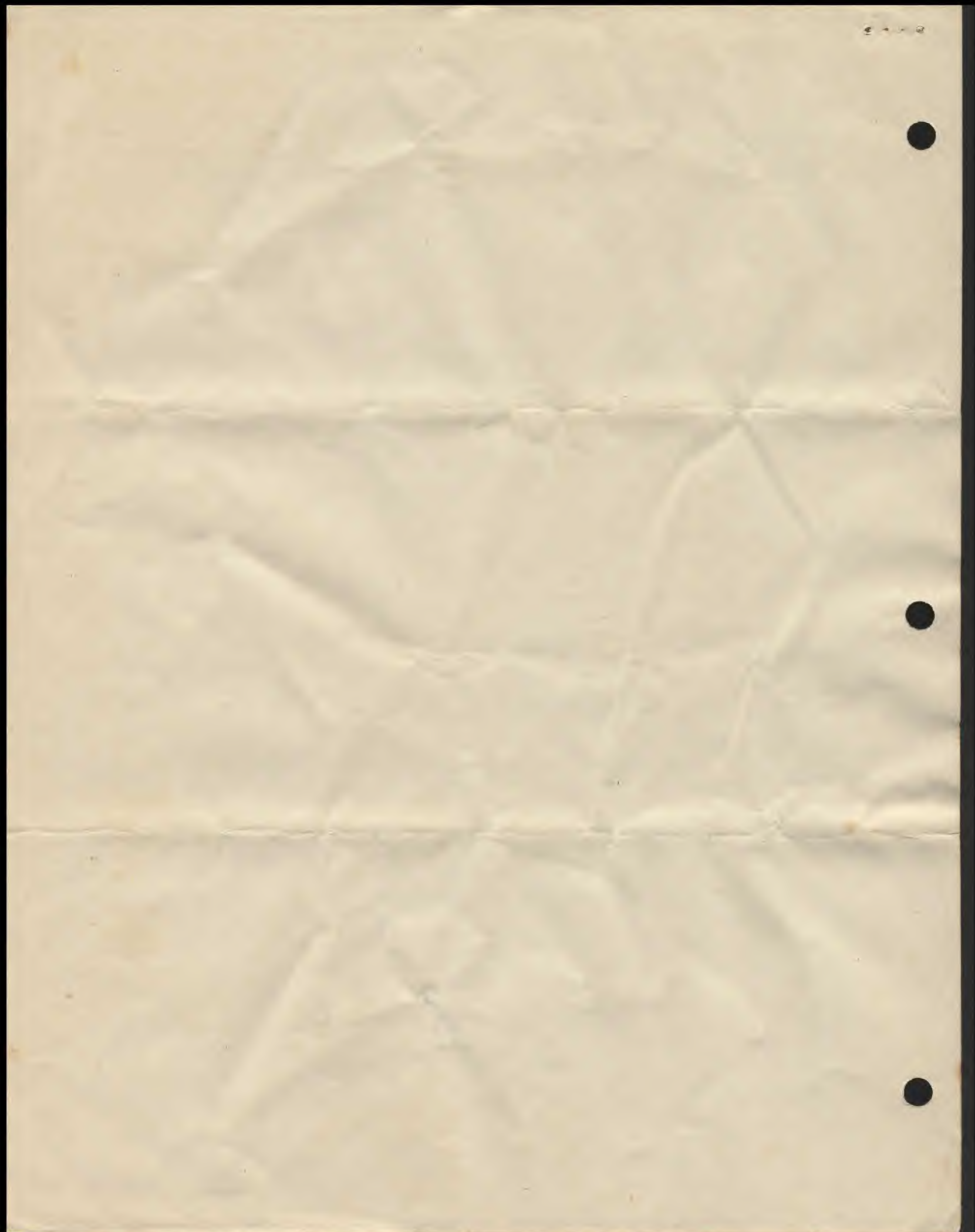
WHERE TO START

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.



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. Our high school graduates will go if we give them encouragement and incentive for higher education. 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. It was the incentive we offered them that did the real work of arousing enthusiasm for higher education." 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.

JCHC:21